DOCUMENT RESUME

ED 119 814 PS 008 359

AUTHOR Carroll, E. Caroline
TITLE Validation Guide for Field Testing Texas Child Development Associate (CDA) Instructional Mateirals.
INSTITUTION Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.
PUB DATE 1 Jul 75
NOTE 78p.

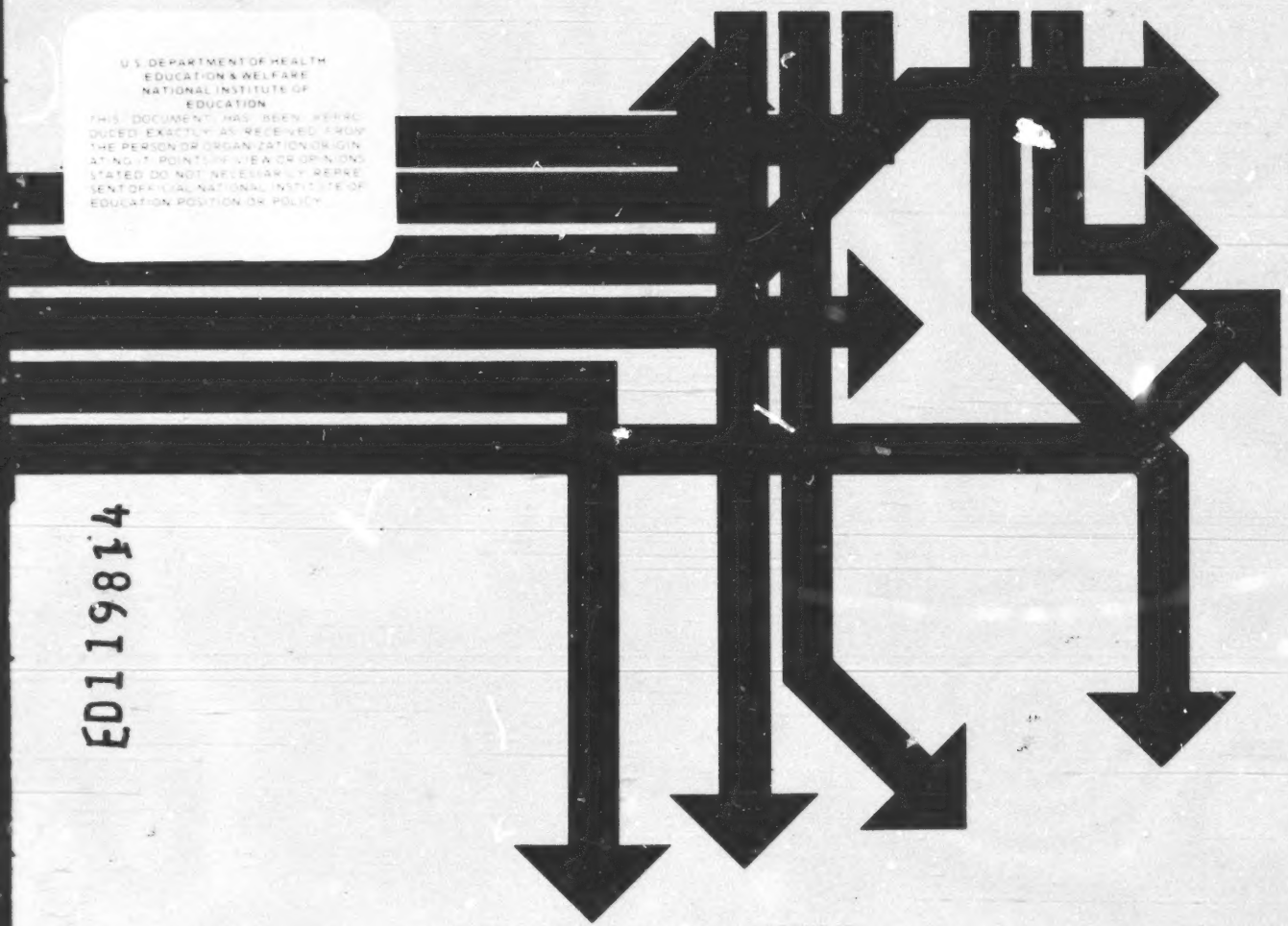
EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage
DESCRIPTORS *Child Care Workers; College Programs; *Curriculum Evaluation; Early Childhood Education; *Educational Programs; Evaluation Methods; Instructional Programs; *Performance Based Education; *Pilot Projects; Preschool Education; Program Coordination; Program Development; Questionnaires; Student Evaluation
IDENTIFIERS *Child Development Associates Texas

ABSTRACT

This manual outlines the process for evaluating a series of instructional materials for college-based training of the Child Development Associate (CDA) in Texas. Chapter I offers a discussion of the need for child care worker training in Texas and provides background information on the development of both the national and the Texas CDA pilot training programs. In Chapter 2, the issue of evaluation is discussed: why it is necessary, what and who is involved, how it is to be done, and what benefits are derived from it. The operational procedures of the evaluation process for Texas CDA pilot training materials are outlined in Chapter 3. Appendices include instructions to the trainee on personal portfolio preparation and questionnaire forms for trainees and trainers to evaluate the programs and modules. Charts are used throughout the manual as illustration for the text. (ED)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.



ED119814

Validation Guide for Field Testing

Texas Child Development Associate (CDA)

Instructional Materials

E. Caroline Carroll

Texas Department of Community Affairs
Office of Early Childhood Development

July 1, 1975

PS008359

VALIDATION GUIDE

For

Field Testing

Texas Child Development Associate (CDA)

Instructional Materials

E. Caroline Carroll

Texas Department of Community Affairs
Office of Early Childhood Development

July 1, 1975

FOREWORD

The Texas Department of Community Affairs, Office of Early Childhood Development, is dedicated to improving the well-being of young Texas children, their parents, and those who work with children in child care centers. The OECD completed August 31, 1975, a pilot project resulting in the design and implementation of a series of instructional materials for college-based training of the Child Development Associate (CDA), a new professional category for persons who work with young children.

This manual outlines the next step before wide dissemination of the Texas CDA materials -- the validation of the materials in colleges and universities in the state. Those institutions participating in the validation cycle are to be commended for their enthusiasm and commitment to a new way of training child care workers.

Competency-based CDA training program extends considerable promise for teacher education, for child care, and most especially, for the children themselves.

Ben F. McDonald, Jr.
Executive Director
Texas Department of Community Affairs

Jeannette Watson
Director
Office of Early Childhood Development

TABLE OF CONTENTS

Page

Chapter I

Introduction 1

The Need for Child Care Worker Training 1

What is the Child Development Associate? 2

How CDA Began 3

Background of the Texas CDA Pilot Programs 4

Chapter II

Validation: Why, What, How, Where, Who 8

Why Validation? 8

What Will Be Validated? 9

How Validation? 11

Who Is Involved in Validation? 14

Instructors 15

Trainees/Students 16

EPD Consortium Staff 17

OECD Staff 17

Advisory Board 17

Benefits to Validation Participants 18

Chapter III

Operational Procedures 20

The Validation Process 20

Training Flexibilities 22

Validation Network 25

Data Gathering 27

CDA Training 28

Objectives of CDA Training 29

Assessment and Credentialing Process 30

Management of Validation 31

OECD as Contract and Validation Manager 31

Management Information System 33

Fiscal Process 34

Chapter IV

Summary Statement 35

Bibliography 36

Attachments

A - The Portfolio 45

B - Trainee Form---Modules 49

C - Trainer Form---Program 52

D - Trainer Form---Modules 55

E - CDA Trainee Program Review Questionnaire (Revised) 59

TABLE OF FIGURES

Figure 1. The Texas Model --- College-Based 5a

Figure 2. Pilot Activities Leading to Experimental Draft of Instructional Materials 7a

Figure 3. CDA Performance Profile 16a

Figure 4. Relationships of Validation Participants 19a

Figure 5. Graduate Credit Opportunity for Instructors at Validating Sites 25a

Figure 6. Validation Process 25b

Figure 7. Validation Staff 27a

Figure 8. Assessment and Credentialing Process 31a

Figure 9. Management Process 31b

Figure 10. Fiscal Process 34a

CHAPTER I

Introduction

The Need for Child Care Giver Training

Virtually every authority in the field of early childhood has commented on the urgent need for competent child care givers. During the summer of 1973 the Texas Department of Community Affairs, Office of Early Childhood Development, surveyed households throughout Texas to determine the need in the state for a Child Development Associate (CDA) training program. The results of this survey and related research materials dramatically emphasized the need for competent child care in Texas.[1] Among the startling statistics:

- The number of illegitimate births in Texas increased 25 percent from 1968 to 1972.
- Texas households headed by mothers with children under 18 nearly doubled between 1960 and 1970.
- The average annual income of Texas families headed by women in 1969 was about half the average income of all Texas families.
- Sixty-five percent of the one-parent families in Texas having children under six years of age were living in conditions classified as "poverty".

---

[1] "46 Things You Need to Know About Texas Children - The Darker Side of Childhood." Texas Department of Community Affairs, Office of Early Childhood Development, November 1, 1974.

- The number of babies born to Texas mothers 19 and under is increasing at a rate five times that of all Texas births.
- Forty percent of Texas mothers with children under six had not finished high school; one-third of Texas fathers with children under six had not finished high school.
- More Texas high school dropouts quit school because of marriage, pregnancy or both, than for any other reason.

Many persons enjoy working with young children, but all those who wish to work with children do not have the competencies considered essential to maintain nurturant and supportive environments for children.

The CDA program has been established both to help alleviate the shortage of trained child care workers and to create a new professional category in child care. The training represented by the CDA credential is built upon strengthening and enhancing the competencies persons already have, then providing self-paced instruction in a college setting to establish other required competencies.

What is the Child Development Associate?

The Child Development Associate or CDA is a person able to meet the specific needs of a group of children in a child development setting by nurturing the child's physical, social, emotional and intellectual growth, by establishing and maintaining a proper child-care environment and by promoting good relations between parents and the child development center.

The CDA is not a teacher's aide, but one who takes primary responsibility for a given group of children. However, the CDA should have guidance from a more highly trained person, such as a

master teacher who may or may not be attached to the same center. Six kinds of competency are considered by experts in the field of early childhood education/child development to be essential for a person responsible for young children in a group setting.

A competent CDA:

- Establishes and maintains a safe and healthy learning environment;
- Advances physical and intellectual competency;
- Builds positive self-concept and individual strength;
- Promotes positive functioning of children and adults in a group;
- Brings about optimal coordination of home and center child-rearing practices and expectations;
- Carries out supplementary responsibilities related to children's programs;[2]

and in addition:

- Has personal qualities to relate effectively and positively to young children.

How CDA Began

The Child Development Associate concept was developed under the direction of the Office of Child Development, United States Department of Health, Education and Welfare. During the spring, 1971, a task force of child development and early childhood specialists compiled a basic list of CDA competency areas and capacities considered essential for relating to young children.

---

2 "Local Assessment Team Guidelines," The Child Development Associate Consortium, 7315 Wisconsin Avenue, Washington, D.C. Spring, 1975.

In June, 1972, the Office of Child Development established the national CDA Consortium to design and implement a competency-based assessment system and an appropriate credential for those persons who demonstrate their proficiency in working with children ages three, four, and five. In 1973, the Office of Child Development funded 13 pilot training programs throughout the nation. Concurrently, 82 Head Start Supplementary Training grantees were urged to begin CDA training.[3]

Background of the Texas CDA Pilot Programs

In January, 1973, the Texas Department of Community Affairs, Office of Early Childhood Development, with the invaluable counsel of staff members of the Texas Education Agency, the Texas Department of Public Welfare, the Texas Department of Mental Health and Mental Retardation, the Coordinating Board, Texas College and University System, and Region VI, Office of Child Development, funded five CDA pilot training programs at seven Texas colleges and universities. These programs followed the national CDA training program guidelines, but were operated with state funds.

The pilot programs were at Tarrant County Junior College, Texas Woman's University, Texas Christian University, Stephen F. Austin State University, Texas Southern University, Texas A & I University and Pan American University. Later in 1973, in August, the Texas Department of Community Affairs contracted with the Austin Community College for the development of a CDA program to build on the

---

[3] Jenny W. Klein and Rita Weathersby, "Child Development Associates New Professionals, New Training Strategies." Reprinted from Children Today, September - October, 1973.

experiences of the original seven Texas sites.

Taking the basic competencies set forth by the national CDA program, a Texas model was built for the training of CDA's.[4] Figure 1 depicts this model. Program definition, design and training at the seven CDA pilot institutions were completed by August 31, 1975. Each college or university was responsible for its own recruiting, screening and counseling of trainees. Each provided its own CDA training staff and its own internal administration, although remaining responsible to the requirements of the Texas Department of Community Affairs, Office of Early Childhood Development. Each institution designed its own curriculum model, using the guidelines published by Office of Child Development, Department of Health, Education and Welfare, in The CDA Program: The Child Development Associate, A Guide for Training.[5]

Additional specific directives from the Texas Department of Community Affairs, Office of Early Childhood Development, were provided to the original pilot sites. The new guidelines included provisions for the pilot sites to:

- Design an interdisciplinary program with involvement of both Home Economics and Early Childhood Education faculties.
- Emphasize the affective domain, that is, training focused on development of personal qualities and capabilities CDA's need to relate effectively to young children.

---

[4] Nancy Cook. "A Review of the Child Development Associate Training Projects, National and Texas, and Competency-Based Training," May 17, 1973. ED 089 840.

[5] "The CDA Program: The Child Development Associate, A Guide for Training." Department of Health, Education and Welfare DHEW Publication No. (OHD) 74-1065.

THE TEXAS MODEL — COLLEGE-BASED

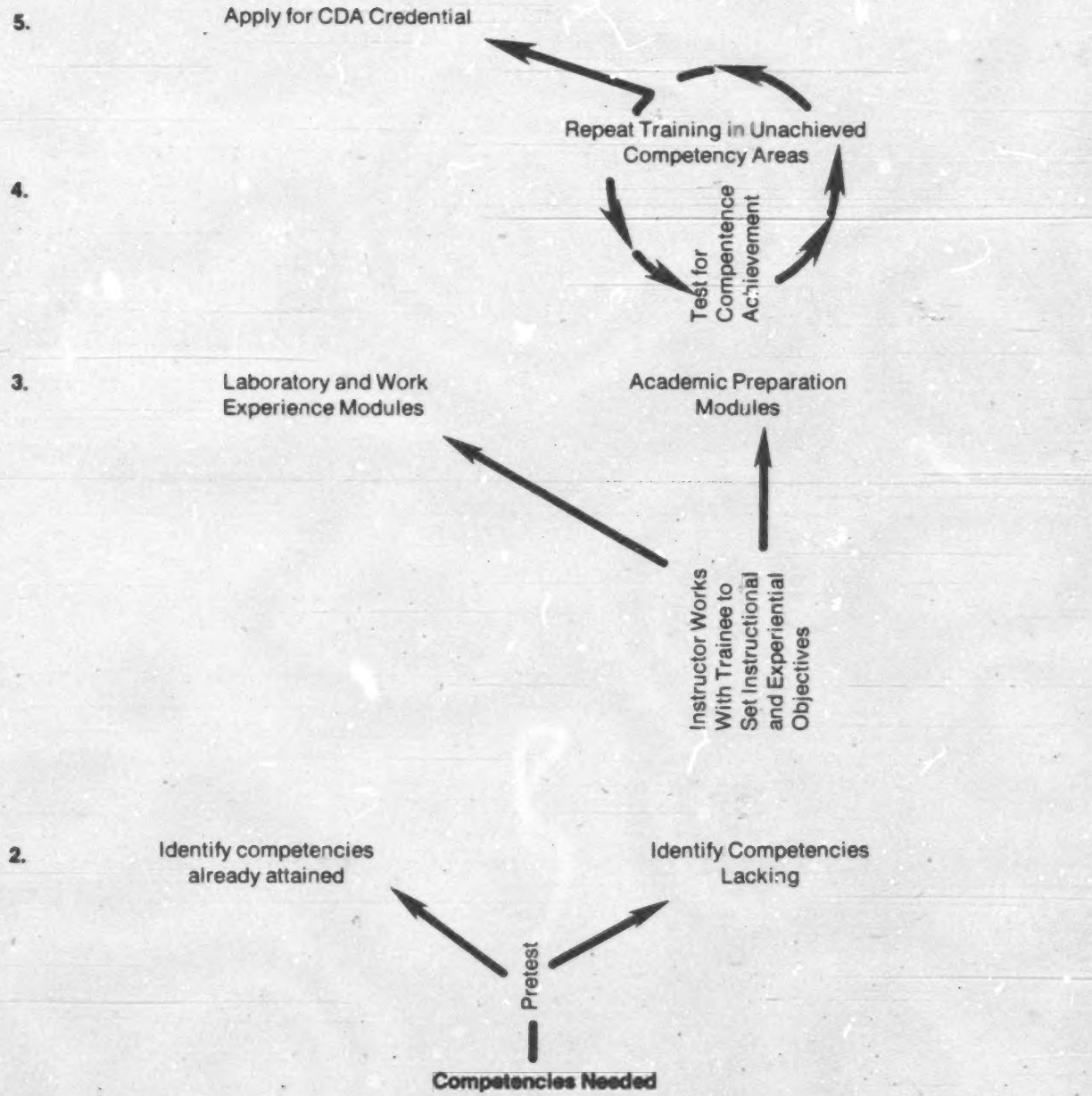

5.
Apply for CDA Credential
Repeat Training in Unachieved Competency Areas
4.
Test for Competence Achievement
3.
Laboratory and Work Experience Modules
Academic Preparation Modules
Instructor Works With Trainee to Set Instructional and Experiential Objectives
2.
Identify competencies already attained
Identify Competencies Lacking
Pretest
Competencies Needed
1.
Establish, maintain safe and healthy learning environment.
Advance physical and intellectual development
Personal qualities to relate effectively and positively to young children.
Coordinate home and center child-rearing practices and expectations.
Build positive self-concepts
Promote positive functioning between children-adults
Carry out supplementary activities related to children's programs.

Figure 1

- Include major emphasis on parent and community involvement.
- Stress good modeling, implying use of a laboratory nursery school and experienced teacher-leaders.
- Provide balance of socio-economic and racial/ethnic groups at the field sites and among trainees.
- Include opportunities to observe work with children of various ages in a variety of pre-school settings.

Through this pilot activity five primary curricula were developed by (1) the Educational Personnel Development Consortium D (Stephen F. Austin State University, Texas Christian University, and Texas Woman's University), (2) Pan American University, (3) Texas A & I University, (4) Texas Southern University, and (5) Tarrant County Junior College.

As with all experimental ventures, the Texas CDA pilot projects had varying levels of success. Each resolved problems and completed its tasks in different ways. A discussion of the issues involved in pilot testing is included in The Child Development Associate - What We Are Learning in Texas,[6] A Case Study of the Child Development Associate Training Projects in Texas,[7] and Some Findings and Recommendations from the Texas Child Development Associate Projects.[8]

---

[6] E. Caroline Carroll. "The Child Development Associate - What We Are Learning in Texas," Office of Early Childhood Development, May 17, 1973, ED 086 326.

[7] Peter L. Jennings, Ph.D. "A Case Study of the Child Development Associate Training Programs in Texas." University of Texas at Austin. September, 1974.

[8] Peter L. Jennings, Ph.D. Some Findings and Recommendations from the Texas Child Development Associate Projects. Texas Department of Community Affairs, July 1975.

Fusing of the Texas CDA Instructional Materials

Drafts of the curricula from each of the pilot programs were submitted to the Texas Department of Community Affairs, Office of Early Childhood Education, who in turn submitted them to a panel of experts in early childhood education/child development and evaluation. The panel reviewed and critiqued the materials, then returned curricula to the developers, who revised the materials and submitted second drafts.

These revised drafts of five separate curricula were resubmitted to this panel of consultants for recommendations about which materials from each should be selected for inclusion in the single set of instructional materials, being fused from the five. Serving on the expert panel were Drs. Bernard Spodek, Terry Denny, Celia Lavatelli, all of the University of Illinois; Dr. Joyce Evans, Southwest Educational Development Laboratory; and Dr. Martyn Hotvedt, Coordinator of Evaluation Services, Baylor College of Medicine.

The fused materials, Texas CDA Instructional Materials, are being edited by Mrs. Mima Spencer, Senior Editor of the ERIC Clearinghouse on Early Childhood Education. Concurrently with the development of the instructional materials, A Guide for Trainers has been produced to assist those implementing a CDA training program.

Figure 2 illustrates the revision and fusion process which has produced the materials to be validated during the next two years.

PILOT ACTIVITIES LEADING TO EXPERIMENTAL DRAFT OF INSTRUCTIONAL MATERIALS FOR 2 YEAR VALIDATION

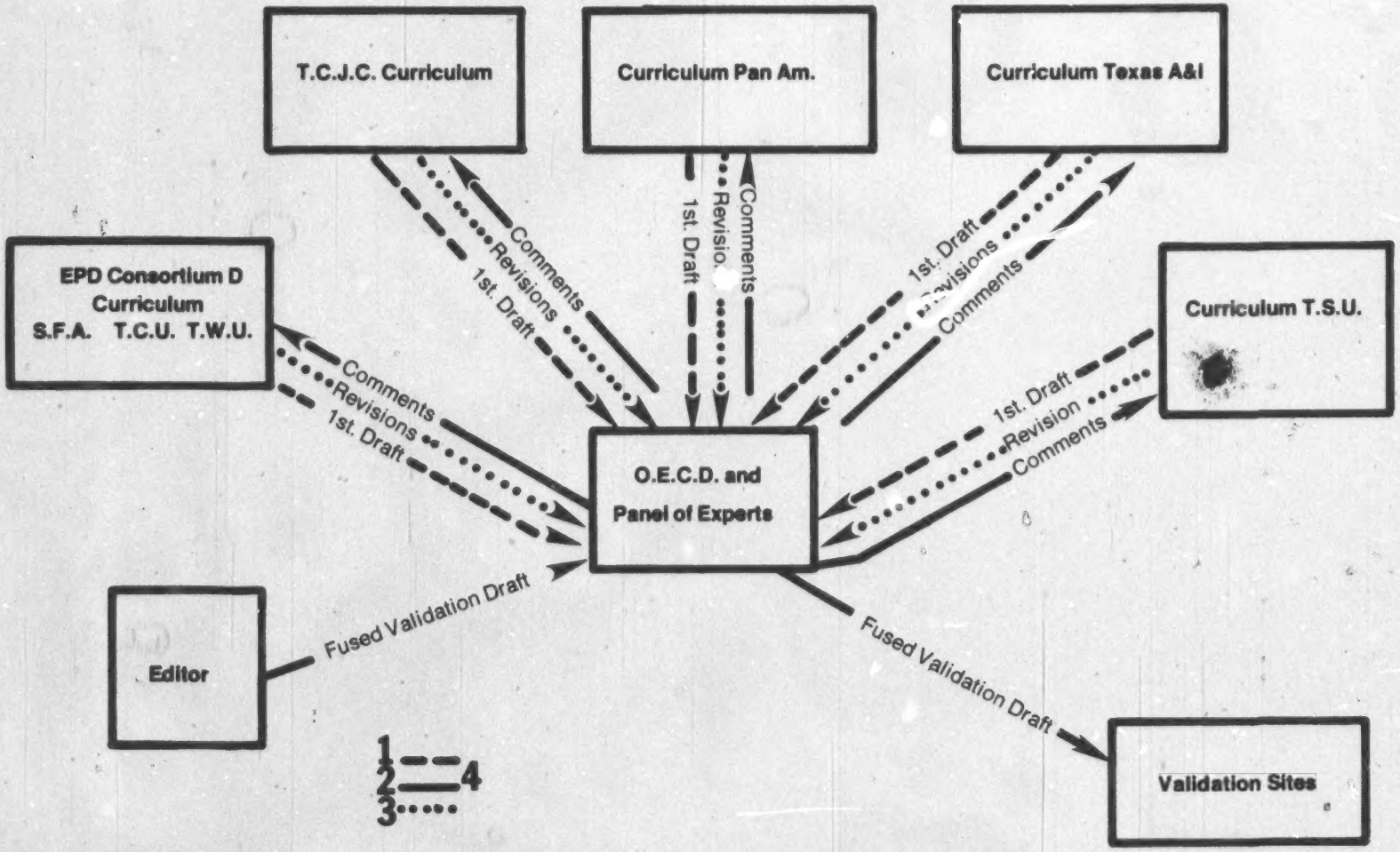


Figure 2

CHAPTER II

Validation: Why, What, How, Where, Who

Why Validation?

A primary objective in the Texas CDA program is the production of instructional materials and training sequence(s) which may be replicated in a variety of college settings with broad socio-economic and ethnic representation among both trainees and the children served. A broad field test of the materials designed and implemented by the pilot institutions is the method selected to validate such materials for general use.

The two-year validation cycle provides an opportunity for tryout of the materials by trainers, most of whom have not been associated with their earlier development. The trainers will provide data about the materials' usefulness, making suggestions for deletions, additions, and modifications based on the data.

The recycling and revision of the materials based on data compiled during their use will flow continuously among the users at the colleges, the data collectors of the Educational Personnel Consortium D, the Office of Early Childhood Development and the editor.

This intensive process should produce at the end of the two-year validation tested materials and training guides which any CDA trainer will feel secure in using.

What Will Be Validated?

To prepare for the validation process, the most promising of the materials developed at the Texas pilot sites were selected and then combined into experimental drafts to be used at Validation Sites. Anticipated products of the two-year validation cycle are a series of tested instructional modules for training of CDA's in college settings, with each module related to one of the six competencies which have been identified as essential for the person who works effectively with young children. Examples of modules and their relationship to one of the six competencies are presented here as the "Contents" of the complete sequence of experimental modules.

Contents

Competency A. Setting up and Maintaining a Safe and Healthy Learning Environment

Module 1. Organizing space and equipment for outdoor activities
2. Helping children learn to play together outdoors
3. Organizing space and equipment for indoor activities
4. Helping children learn to play together indoors
5. Understanding and providing for children's health needs
6. Making the center a safe place for children

Competency B. Advancing Physical and Intellectual Competence in Young Children

Module 1. Encouraging children to explore, experiment, and question
2. Using unstructured materials with children
3. Using structured materials with children
4. Encouraging symbolic and dramatic play

5. Advancing language use and comprehension

6. Helping children understand their environment

7. Planning physical activities for young children

Competency C. Building Positive Self-concept and Individual Strength in Young Children

Module 1. Building a sense of positive identity

2. Helping children acquire skills, initiative, and a sense of responsibility

3. Valuing individual differences in children and families

4. Fostering social and emotional development

Competency D. Organizing and Sustaining the Positive Functioning of Children and Adults in a Group in a Learning Environment

Module 1. Creating a positive learning environment

2. Working with children and adults in a group

3. Understanding and enjoying different ethnic backgrounds

Competency E. Bringing about Optimal Coordination of Home and Center Child-Rearing Practices and Expectations

Module 1. Building relationships with parents

2. Sharing child-rearing practices and expectations

3. Helping parents contribute to the program

4. Encouraging children to share cultural traditions and customs

Competency F. Carrying out Supplementary Responsibilities Related to the Children's Programs

Module 1. Observing and recording growth and development of individual children

2. Scheduling and planning to meet children's changing needs

3. Learning how to manage a children's center

Educators at Validation Sites will collect data on the inherent usefulness of the instructional materials; they also will collect data on how the materials fare when integrated into the established Child Development curricula of a particular college. Recommendations for optimal melding of CDA materials into existing Child Development curricula are anticipated.

How Validation?

Criteria for the selection of field test sites were established by the Texas Department of Community Affairs, Office of Early Childhood Development, in cooperation with staff members of the Post-Secondary Education Division of the Texas Education Agency. The criteria provided for testing in a variety of settings, with a variety of trainees, and with trainers differing in strengths and specialties. The criteria were designed to:

- Ensure continuity between the pilot testing and the validation cycles.
- Coordinate CDA materials with already-established and approved Child Development programs within the Texas junior and community college system.
- Include one newly-approved child development program to compare results to be obtained in a new program with results

in established programs.

- Ensure representation from different geographic areas of the state.
- Include representation of all the major ethnic, racial, and socio-economic populations in the state, both in the trainees and in the pre-school children at the Validation Sites' laboratory schools and/or the child care centers where trainees are employed.
- Ensure access by air travel to each site for convenience and economy to the persons providing technical and data gathering assistance.
- Provide at one site for participation in possible link with the Texas Television Communications System.

Applying those criteria, these validation sites were selected: two of the original Texas CDA pilot institutions; five institutions with established and Texas Education Agency-approved Child Development programs; one site with a newly-approved program; and one site with Television Communications capability. The remaining three criteria calling for varied geographic representation, variety of ethnic/racial and socio-economic representation, and air travel connections were applied to all sites.

The nine colleges and universities selected as Validation Sites are:

Tarrant County Junior College -- Northeast Campus

Texas A & I University (Bilingual/Bicultural validation responsibilities) -- Kingsville

Eastfield (Dallas County) Community College -- Mesquite

Amarillo College -- Amarillo

San Jacinto College -- Pasadena

Texarkana Community College -- Texarkana

McLennan Community College -- Waco

Odessa College -- Odessa

Central Texas College -- Killeen

Colleges and universities participating as Validation Sites have pledged their cooperation through commitment letters addressed to the Texas Department of Community Affairs, Office of Early Childhood Education, and through contracts with the Educational Personnel Development Consortium D. Participating colleges and universities will provide the data for evaluation of the CDA training program and may provide additional supplementary modules as well. Knowledge-based academic content is interwoven throughout the context of the Texas CDA Instructional Materials (see "Contents" on pages 9 thru 11). However, additional modules may need to be developed to strengthen some of the existing modules in some of the following areas.

Bilingual/Bicultural	Human Relations
Early Childhood Learning Theories	Language Arts
Ethnic Studies	Mathematics
Science	Psychology/Child Guidance
Safety	Nutrition
Exceptional Children/Children with Special Needs	Observing/Recording Children's Behavior
Music	Home/School Relations
Social Studies	Working With Staff
Motor and Perceptual Development	Continued Professional Development

Principles of Child Development	Planning
Sociology	Center Management

Who Is Involved in Validation?

Participants in the validation process of CDA materials are representatives of three semi-autonomous groups: (1) nine colleges and universities; (2) the Texas Department of Community Affairs, Office of Early Childhood Development; and (3) the Educational Personnel Development Consortium D.

The validation of the CDA program serves central concerns of all three groups. The colleges and universities are working toward state leadership roles in Child Development programs, including upgrading of their faculty members' competence and expanded service to their constituent students and communities. The Office of Early Childhood Development's central responsibility is improving environments and opportunities for the children of Texas. The Educational Personnel Development Consortium D is committed to the improvement of educational professions.

The key persons involved in the validation process will be (1) instructors at the Validation Sites; (2) the college students who are trainees for CDA credentials; (3) the Validation Project Director (Dr. Billy N. Pope, EPD, Consortium D); (4) EPD Teacher-Educator, with background in both early childhood education and home economics; (5) two EPD research fellows; (6) the staff representative of the Office of Early Childhood Development (E. Caroline Carroll); (7) the materials editor (Mima Spencer); and (8) an Advisory Board.

- Instructors

The instructors will manage the self-paced learning activities within the Texas CDA Instructional Materials, assisting the trainee-students by providing a variety of learning situations, both academic and field experience, and finally, keeping the necessary record to provide data for evaluation of the CDA program and its components. By paying tuition, instructors participating in the validation process may accumulate from 3 to 18 semester hours of graduate credit through Texas Woman's University's College of Nutrition, Textiles, and Human Development, Department of Child Development and Family Living. The instructor participating in competency-based teaching has a unique opportunity to enhance his/her own professional background. According to Howsam and Houston:

> . To fill this new role, the teacher must be an informed, openminded person with great skill in guiding the exploration of ideas.
>
> . The teacher will personify the lifelong learner. He will model the appropriate behavior in the search for knowledge and wisdom. At various times, he will play the roles of teacher, peer, and learner.
>
> . The teacher will have a clinical orientation toward learners, seeking to stimulate learning in each individual.
>
> . The teacher will be skilled in development of laboratory settings for learning.
>
> . The teacher will be required to be scrupulously professional and ethical in his treatment of

individuals and in the exercise of his influence.[9]

- Trainees/Students

Trainees in this program will have the opportunity to be involved in personalized competency-based, self-paced instruction where "the learner will accept both responsibility for his own education and accountability for his decisions."[10] The 50% academic training and 50% field based aspect of the program will enable the student, upon successful completion of the CDA training, to apply for assessment and credentialing. Trainees will be tuition-paying students at the various institutions.

The student going through the training process will keep a portfolio (see attachment A) related to the areas detailed in the CDA Performance Profile as shown in Figure 3.[11]

This profile will be a record of the individual's competence in working with young children. Upon completion of training and satisfactory collection of data for the portfolio, the trainee may become a candidate for assessment. To be assessed, the CDA candidate must apply directly to the National CDA Consortium, Washington, D.C.,

---

[9] W. Robert Houston, Ph.D. and Robert B. Howsam, Ph.D., ed. Competency Based Teacher Education: Progress, Problems, and Prospects. Science Research Associates, Inc., 1972, p. 15.

[10] op.cit. p. 14.

[11] "Project and Group Description, Southwest Region CDA Assessment Spring 1975." Final Report: 1973-1974-1975. Office of the Coordinator of CDA Assessment for Southwest Region, to CDA Consortium, Texas Southern University, Texas Office of Early Childhood Development, Region VI OHD/HEW. By J. K. Southard, June 1975.

CHILD DEVELOPMENT ASSOCIATE PERFORMANCE PROFILE

Competency Areas	Critical Functions	Highly Competent	Competent	Unknown Needs Improvement
I Establishes and Maintains a Safe and Healthy Learning Environment	SAFETY			
	HEALTH			
	ENVIRONMENT			
II Advances Physical and Intellectual Competence	PHYSICAL			
	COGNITIVE			
	LANGUAGE			
	CREATIVE			
III Builds Positive Self-Concept and Individual Strength	SELF-CONCEPT			
	INDIVIDUAL STRENGTH			
IV Positive Functioning of Children and Adults in a Group Environment	SOCIAL			
	GROUP MANAGEMENT			
V Coordination of Home and Center Child-Rearing Practices and Expectations	HOME-CENTER			
VI Supplementary Responsibilities Related to Childrens' Programs	STAFF			

Figure 3

which then will negotiate directly with the candidate in setting up the assessment process with an official CDA Consortium Representative. Details concerning assessment can be found in Local Assessment Team Guidelines.[12]

- EPD Consortium D Staff

The analysis of the data received from the Validation Sites is the responsibility of the Educational Personnel Development Consortium D staff working under contract with the Texas Department of Community Affairs, Office of Early Childhood Development. This staff includes Dr. Billy N. Pope, the Project Director (part-time); the teacher-educator (full time); and two research fellows (part-time).

- OECD Staff

At the Office of Early Childhood Development, E. Caroline Carroll has responsibility for collecting and reviewing the instructional materials, suggested revisions, and evaluation data and moving them in a continuing flow to the editor for revision after which they are sent back to the Validation Sites for more testing.

- Advisory Board

An Advisory Board will provide counsel and recommendations to both the Office of Early Childhood Development and EPD Consortium D as the validation process progresses. This board, to be principally persons representing agencies working on behalf of improved education

---

[12] Ibid. Local Assessment Team Guidelines.

and conditions for young children, will relate the training events to future employment opportunities for the trainees. The Advisory Board will include, but not be limited to, the following:

Carroll Parker, Texas Education Agency, Division of Post-Secondary Education

Richard Orton, Texas Department of Community Affairs, Office of Early Childhood Development

Caroline Carroll, Texas Department of Community Affairs, Office of Early Childhood Development

Dr. Vera Taylor, Texas Woman's University

Representative of Texas Department of Public Welfare

Representatives of at least two of the participating colleges

Representative from the staff of the Coordinating Board, Texas College and University System

Benefits to Validation Participants

In addition to the general benefits accruing to all participants whose work is contributing to building a coterie of skilled child care givers, other specific benefits are involved.

Institutions agreeing to commit staff and students to the field testing of the CDA Instructional Materials will be involved in a valuable staff development process in competency-based education. Faculties will become skilled in competency-based education and will be able to earn graduate credit through the arrangement with Texas Woman's University.

Students will be in the vanguard of a new profession -- the Child Development Associate.

The Office of Early Childhood Development, through its contract with the Educational Personnel Development Consortium D, will provide each of the Validation Sites with training materials and approximately $3,500 worth of media, books, and materials to augment its program.* These materials, to be ordered from a Resource List provided by the Office of Early Childhood Education, will become the permanent property of the Child Development Resource Center at each validation site. Figure 4 shows the relationship of validation participation.[13]

* This amount of money is not provided to sites which were original pilots (i.e. Tarrant County Junior College and Texas A & I University).

---

[13] Proposal for Curriculum Development: Validation of Instructional Materials for Child Development Associates. Submitted to the Department of Community Affairs, Office of Early Childhood Development, by Dr. Billy N. Pope, Coordinator, EPD Consortium D, May 7, 1975.

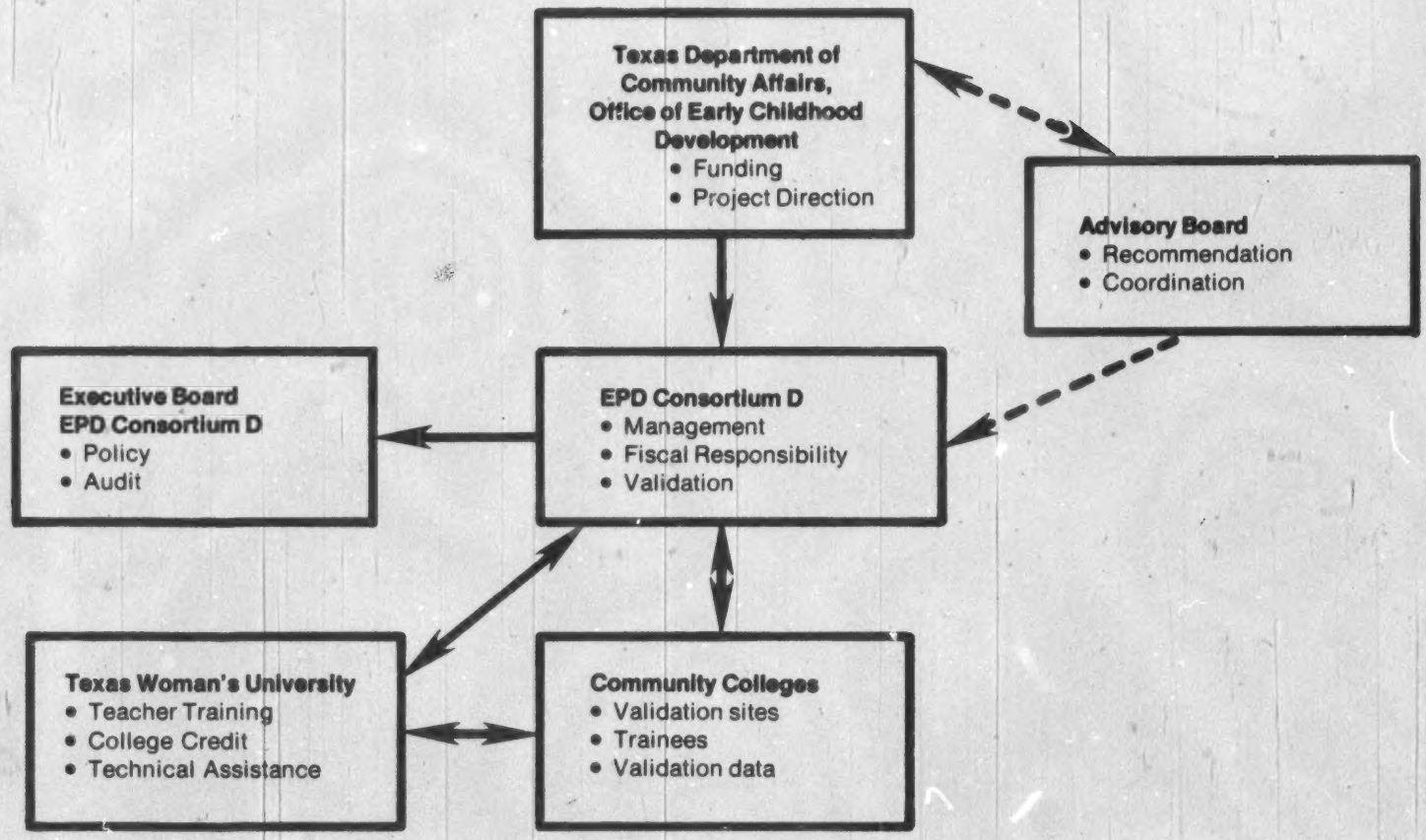

Texas Department of Community Affairs, Office of Early Childhood Development
• Funding
• Project Direction
Advisory Board
• Recommendation
• Coordination
Executive Board EPD Consortium D
• Policy
• Audit
EPD Consortium D
• Management
• Fiscal Responsibility
• Validation
Texas Woman's University
• Teacher Training
• College Credit
• Technical Assistance
Community Colleges
• Validation sites
• Trainees
• Validation data

Figure 4

CHAPTER III

Operational Procedures

Institutions participating as Validation Sites for two years will be performing two separate, but closely interrelated functions: (1) gathering data on the effectiveness of the CDA Instructional Materials, making suggestions for improvements, and (2) training CDA's, moving them toward positions in child care as rapidly as appropriate.

Both functions are crucial to the effective dissemination of the CDA training program. The more useful the materials, the more willing institutions will be to incorporate them into their own college programs. The more competent the first group of trainees, the more demand there will be for persons with CDA training.

The Department of Community Affairs, Office of Early Childhood Development, will monitor the validation process as well as the progress of trainees toward the CDA credential.

The Validation Process

As the tryout of fused Texas CDA training materials begins in Fall, 1975, the following essential tasks in the validation process have already been completed:

- Five sets of curricula have been designed and implemented in Texas colleges and universities, as a result of a pilot phase

of the program.

- The most promising portions of the curricula are being fused into one curriculum for validation.
- The Texas Department of Community Affairs, Office of Early Childhood Development, has contracted with the Educational Personnel Development Consortium D for analysis of data proved by the participating Validation Sites and to serve as the fiscal agent for the validation.
- The institutions have signed letters of agreement with Texas Department of Community Affairs, Office of Early Childhood Development (to assist in implementing the CDA training program), and they will sign contracts with the Educational Personnel Development Consortium (to provide validation).
- A four-day CDA Training Methods Workshop has been scheduled for August 10-14, 1975, in Bedford, Texas, for 100 persons who will have key responsibilities in the college-based validation process. For teachers and administrators to provide the necessary information for effective validation, they must be informed of the program goals and how to use the materials in the manner for which they have been designed. The workshop addresses these issues. Workshop topics include the following:
    - Personalized Competency Based Teacher Education
    - Supervision of Field Experiences
    - Personal Skills a CDA Trainer Should Have
    - Approved Field Sites

- CDA Administration and Record Keeping
- CDA Resource Rooms
- Personal and Professional Counseling
- CDA Competency Areas and CDA Personal Capacities
- How CDA Training Fits into the Junior College Concept
- CDA - Long Term Implications Perspective The Texas Department of Public Welfare
- What the CDA Credential Will Mean in Relation to Careers
- Documentary Film: "Gladly Learn and Gladly Teach --- CDA - Patterns for Growth"
- Awarding the Credentials to First CDA's in Department of Health, Education and Welfare, Region VI
- Field Trip to Tarrant County Junior College and CDA Resource Room
- The National CDA Credentialing and Assessment System

The validation process during the next two years involves a continuous flow of materials and information from the Office of Early Childhood Development to and from the validation sites, the materials editor, the Educational Personnel Development Consortium D validation staff, and the Advisory Board. This flow is depicted in Figure 5, Validation Process.

Training Flexibilities

The Validation Sites have agreed to use the Texas CDA Instructional Materials for a two-year period, and to follow the OECD guidelines of (1) providing an interdisciplinary program, (2) emphasizing the affective domain, (3) involving parents and community in the program, (4) stressing good modeling opportunities for trainees, (5) providing a balance of socio-economic and racial/ethnic representation among

both trainees and the young children in trainees' work situations, and (6) including opportunities for trainees to observe work with children of various ages in a variety of pre-school settings.

The participating Validation Sites will use the guidelines included in:

- Becoming a Child Development Associate - A Guide for Trainees[14]
- The CDA Program: The Child Development Associate[15]
- Minimum Standards for Day Care Centers[16]
- Chapter One: Change and Challenge[17]

In implementing the CDA program, the Validation Sites must comply with the Texas Education Agency's Post-Secondary Division requirements for approved Child Development programs.

Also, staffs at the Validation Sites must complete the evaluation instruments according to directions so the data may be computerized for a broader range of analyses.

To assure that comparable data will be provided by each site, the above must be required for participants. However, the validation process allows considerable flexibility for participating institutions. Among these flexibilities are:

---

[14] Becoming a Child Development Associate: A Guide for Trainees. U.S. Department of Health, Education and Welfare, Office of Early Childhood Development, Office of Child Development, 1975.

[15] Ibid, The CDA Program: The Child Development Associate, A Guide for Trainees.

[16] Minimum Standards for Day Care Centers. State Department of Public Welfare.

[17] W. Robert Houston, Ph.D. and Robert B. Howsam, Ph.D., ed. Competency Based Teacher Education: Progress, Problems, and Prospects Science Research Associates, Inc. 1972.

- Within Texas Education Agency guidelines, the institutions may select their own Child Development staffs.
- The colleges may determine the appropriate college courses in which to place the various modules of the Texas CDA Instructional Materials and integrate them appropriately into the Texas Education Agency-approved course objectives. Should a community or junior college wish to redesign its program, the college may receive assistance from Carroll Parker of the Post-Secondary Vocational-Technical Division, Texas Education Agency, and from Dr. Sheila Tesar of the Coordinating Board, Texas College and University System.
- Each college staff may choose $3,500 worth of books and other media from the Child Development Associate Training Resource List,[18] thus providing opportunity for program staffs to select those materials most appropriate for their particular needs.
- College staffs have direct access to the state CDA Project Director (E. Caroline Carroll) as well as to the Educational Personnel Development Consortium D teacher-educator.
- In using the Texas CDA Instructional Materials, staffs at Validation Sites may rearrange, change, or substitute portions of modules, provided full descriptions of changes and reasons for changes are reported along with other evaluation data.

---

[18] Child Development Associate Training Resource List. Texas CDA Instructional Materials, compiled by CDA Pilot Sites. August, 1975.

- Participating colleges do not have to convert their entire Child Development programs to CDA. Some students may elect to follow the established curriculum and apply for a CDA credential.
- Each college may establish its own method of selecting trainees for the program -- random selection; first-come, first-served; or applying highly selective criteria.
- Colleges may elect to provide a great deal of visibility about the program to their colleagues and their local communities or they may maintain a low profile.
- Faculty members participating in the validation process may seek graduate credit through Texas Woman's University. Figure 5, Graduate Credit Opportunity for Instructors at Validating Sites, shows how this credit may be earned.

Validation Network

As indicated in Figure 6, Validation Process, the key members of the validation team are the participating colleges, the Texas Department of Community Affairs, Office of Early Childhood Development, the materials editor, the Advisory Board, and the Educational Personnel Development Consortium D validation staff.

The colleges will:

- Select their Child Development staffs.
- Select trainees.
- Use the CDA materials, with students, integrating the materials into the colleges' Texas Education Agency-approved courses.
- Provide validation data to the EPD Consortium D validation staff.

GRADUATE CREDIT OPPORTUNITY FOR TRAINING INSTRUCTORS AT VALIDATING SITES

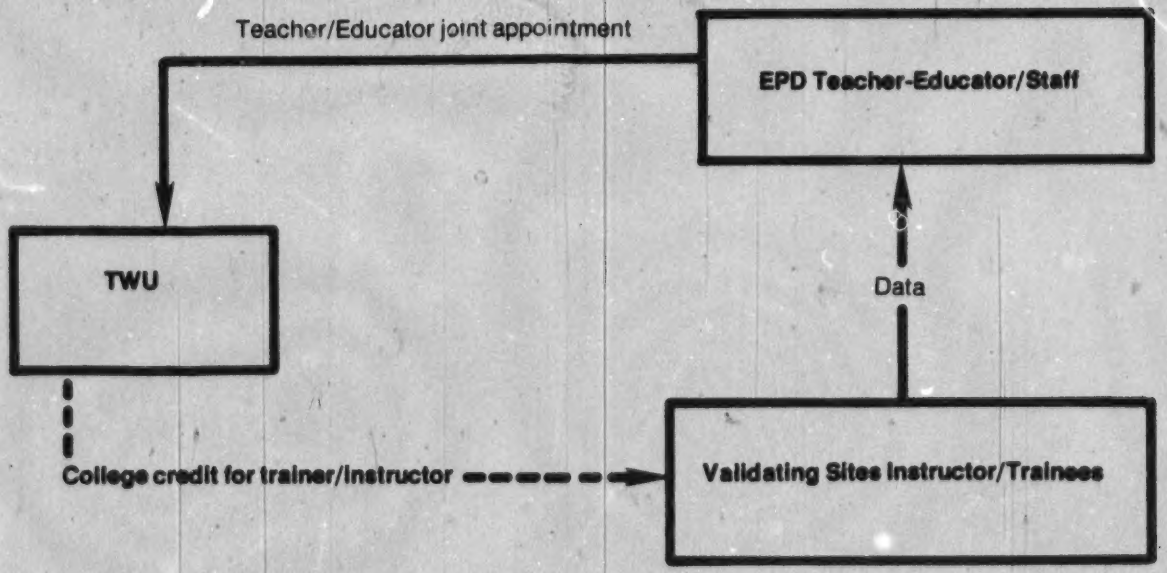


Figure 5

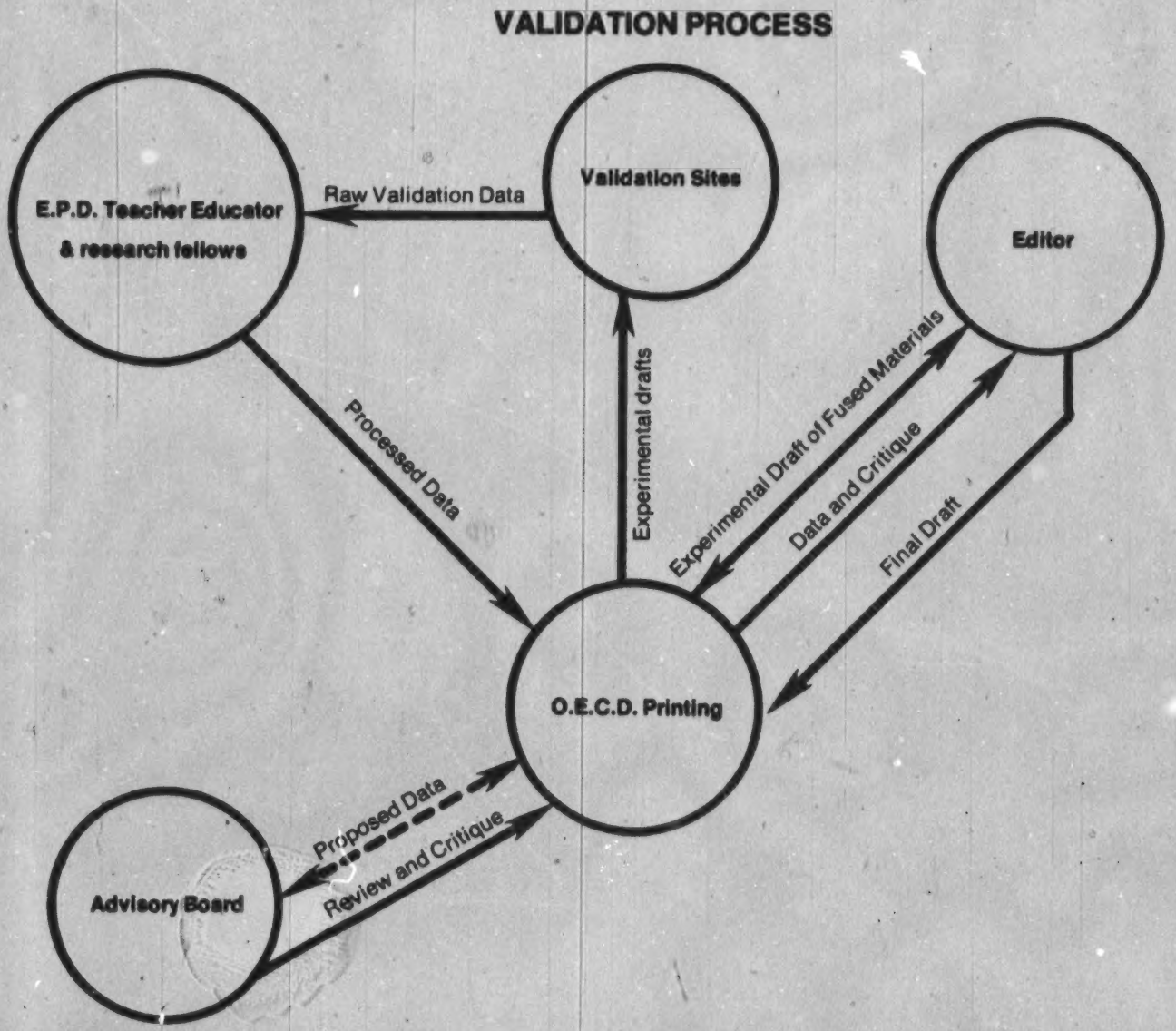

VALIDATION PROCESS
E.P.D. Teacher Educator
& research fellows
Raw Validation Data
Validation Sites
Editor
Processed Data
Experimental drafts
Experimental Draft of Fused Materials
Data and Critique
Final Draft
O.E.C.D. Printing
Proposed Data
Review and Critique
Advisory Board

Figure 6

- Design additional materials, as appropriate, and route them through the teacher-educator at EPD Consortium D, who will send them to OECD, who will then send these materials to the Editor.

The EPD Consortium D validation staff is comprised of a part-time project director, Dr. Billy N. Pope; a full-time teacher-educator with joint appointment in both early childhood education and home economics at Texas Woman's University, College of Nutrition, Textiles, and Human Development, Department of Child Development and Family Living; two part-time research fellows; and a full-time secretary. The project director coordinates the overall data-gathering procedures. The teacher-educator provides assistance where needed or indicated at each Validation Site, giving technical counsel to each staff on validation in its particular setting. The teacher-educator will:

- Monitor the sites and the validation process.
- Serve as liaison between the validation coordinator and the participating institutions.
- Recommend improvements both in the validation process and in the final product.
- Ensure that the validation process is uniform among validation sites.

The research fellows will:

- Gather and process data from validating sites.
- Recommend changes in the curriculum materials, as suggested by the validation information.

The OECD will serve as the focal point of the flow of materials and information, sending experimental drafts of the materials to the Validation Sites. The Sites send raw validation data to the EPD Consortium D staff. The OECD receives processed data and critiques from the EPD staff, sending the data and comments to the Advisory Board, receiving the Advisory Board's review and recommendations. Then OECD sends all recommendations with data and any new materials produced to the materials editor for incorporation into the experimental draft.

Figure 7, Validation Staff, indicates the interreiationships of the various members of the validation team.

Data Gathering

As trainees complete each module, they will complete the Trainee's Module Evaluation Form, presented as Attachment B. Periodically, the trainers will complete the Trainer Program Evaluation Questionnaire and the Trainer Module Evaluation Form presented as Attachments C and D.

Data from these forms will be supplemented by on-site interviews, conducted by the teacher-trainer and the research fellows, with faculty members, administrators, trainees, and center directors. The administrators will provide information valuable to making adjustments in the organizational structure of the program, if indicated. Faculty members will focus on problems encountered in delivering the materials, on the suitability of the instructional content as it is being used in the local setting.

Trainees' comments will be studied to determine attitudes of the

VALIDATION STAFF

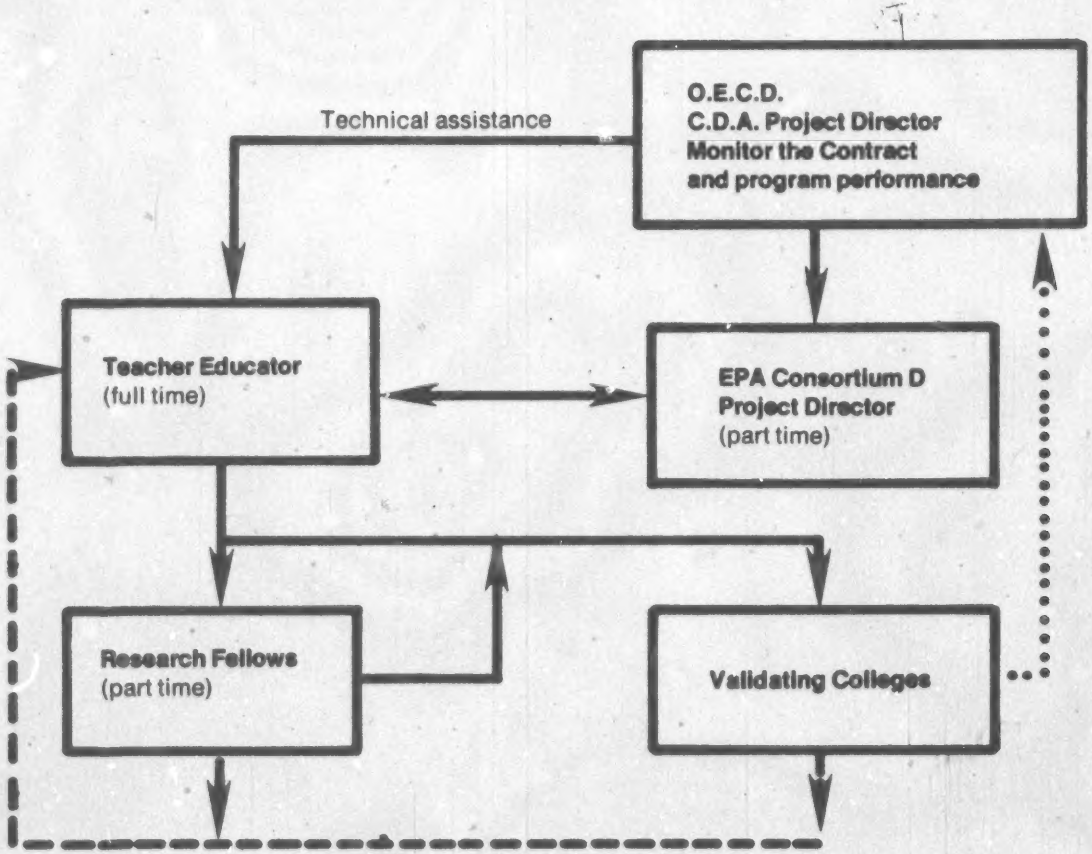


Figure 7

trainees toward the materials and if the materials meet the personal needs and expectations of the trainees. The evaluators will seek answers to the following questions:

- Does curricula and/or training design meet minimum child care workers performance criteria?
- Is curricula and/or training design relevant to actual tasks performed in Texas child care situations?
- Does curricula and/or training design meet personal needs and expectations of trainees?
- Is there vertical career development articulation through training from high school through university level?[19] (See Attachment E)

The EPD staff will process the data, send it to the Office of Early Childhood Development for transmittal to the Advisory Board for their suggestions and recommendations. The processed data and the recommendations of the Advisory Board will be transmitted to the editor revising materials by the Office of Early Childhood Development. After modifying the materials, the editor returns them to the OECD which transmits them to the EPD staff, who in turn sends them back to the colleges for a new cycle of testing.

CDA Training

At the same time data are being gathered, the colleges and universities will be implementing a CDA training program with regularly-registered college students pursuing the CDA credential.

---

[19] Op.Cit. Proposal for Curriculum Development: Validation of Instructional Materials for Child Development Associates.

To inaugurate the CDA training program, each college Validation Site sets up procedures for the following:

- Determine how to recruit trainees, develop selection criteria, and provide orientation for CDA trainees.
- Incorporate the Texas CDA Instructional Materials into the college's Texas Education Agency-approved course structure for Child Development.
- Provide for counseling out applicants to the program or those trainees who are not making satisfactory progress.
- Pretest trainees' skills, knowledge and attitudes at entry into the program, setting individual goals for each trainee in consultation with the trainee.
- Develop records of each trainee's age, sex, socio-economic status, work and academic experiences, and attitudes toward young children. (Samples are available from OECD, or if a consensus in recording is designed, this can be worked out with the leadership of the teacher educator.)
- Assess trainee's ability to work with young children.
- Develop records of child outcome goals related to CDA Performance Profile. (see Figure 3)

Objectives of CDA Training

The national Office of Child Development has set four major objectives for CDA training:

> The obvious, if difficult, aim of CDA training is to help trainees incorporate the CDA competencies into their every day behavior and thus become recognized Child Development Associates. This implies a process of professional self-development in which both trainee and trainer are working

together to help the trainee master the competencies. In addition to acquiring the competencies, there are four overarching goals which relate to status and advancement in the early childhood education profession. Some training activities will not relate directly to the competencies but instead to these objectives:

1. Acquisition of the CDA Role

   Helping trainees to develop positive concepts of their own work roles, interrelationships with parents, program directors, medical and social workers, other staff members, and community groups; and to examine the expectations held for them by others.

2. Development of Teaching Style

   Helping trainees to understand and refine their own inter-personal styles in relating to children, parents, colleagues and others.

3. Acquisition of Teaching Techniques

   Helping trainees acquire specific techniques and skills in working with children in classrooms and other group settings. (This goal is directly related to acquisition of the CDA competencies.)

4. Socialization into the Profession

   Helping trainees acquire a broad background in the field of early childhood education and the social issues associated with programs for young children. Helping trainees acquire a professional self-image, commitment to the field, and a sense of involvement in professional groups and activities.[20]

Assessment and Credentialing Process

After a trainee successfully completes his/her individualized CDA program and brings his/her portfolio up to date, the trainee may become a Candidate for Credentialing.

---

[20] Op.Cit. "The CDA Program: The Child Development Associate: A Guide for Training."

The candidate then makes application for credential. The candidate's portfolio is assessed by the national Child Development Associate Consortium. If judged competent both by the national CDA Consortium and the local assessment team, the candidate is awarded the CDA credential.

Figure 8 depicts steps toward the CDA credential.

Management of Validation

The simultaneous training of students, collecting data for materials revision, the revision process itself, and final validation requires high motivation and commitment from a group of institutions, organizations, and individuals. Such complicated and many-faceted tasks also require a management process, with responsibilities of each component clearly defined and monitored to provide for timely delivery of data and suggested revisions. Figure 9, Management Process, depicts the process to be used in implementation of the Texas CDA program validation.

OECD as Contract and Validation Manager

Final responsibility for project performance is the Texas Department of Community Affairs, Office of Early Childhood Development. This responsibility entails the following tasks:

- Maintain overall project standards and schedules.
- Monitor various project components to ensure that all projects fulfill contractual obligations.
- Solve overall operational problems.
- Coordinate the operations of all agencies and institutions.

ASSESSMENT AND CREDENTIALING PROCESS

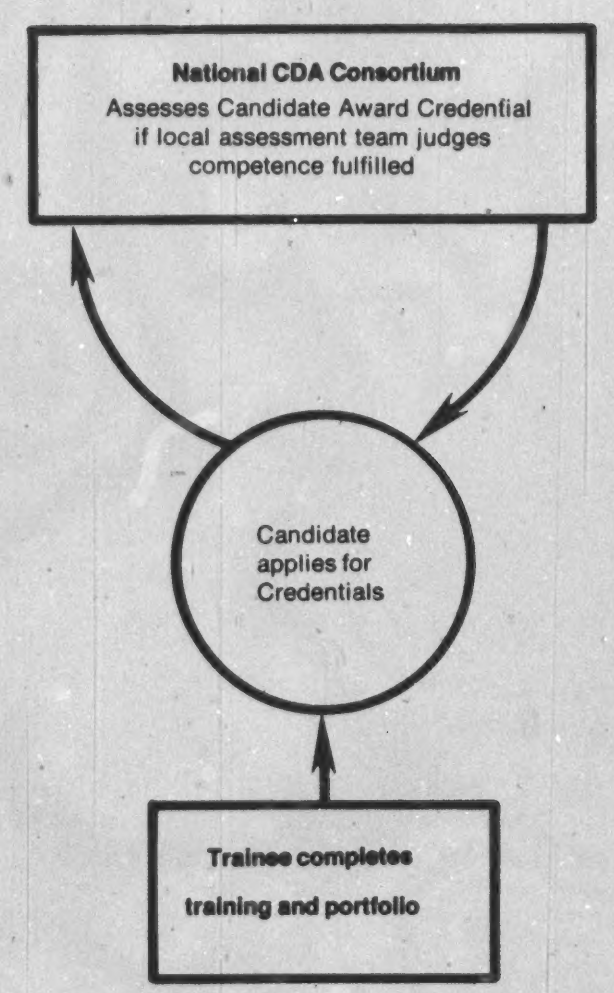


Figure 8

MANAGEMENT PROCESS

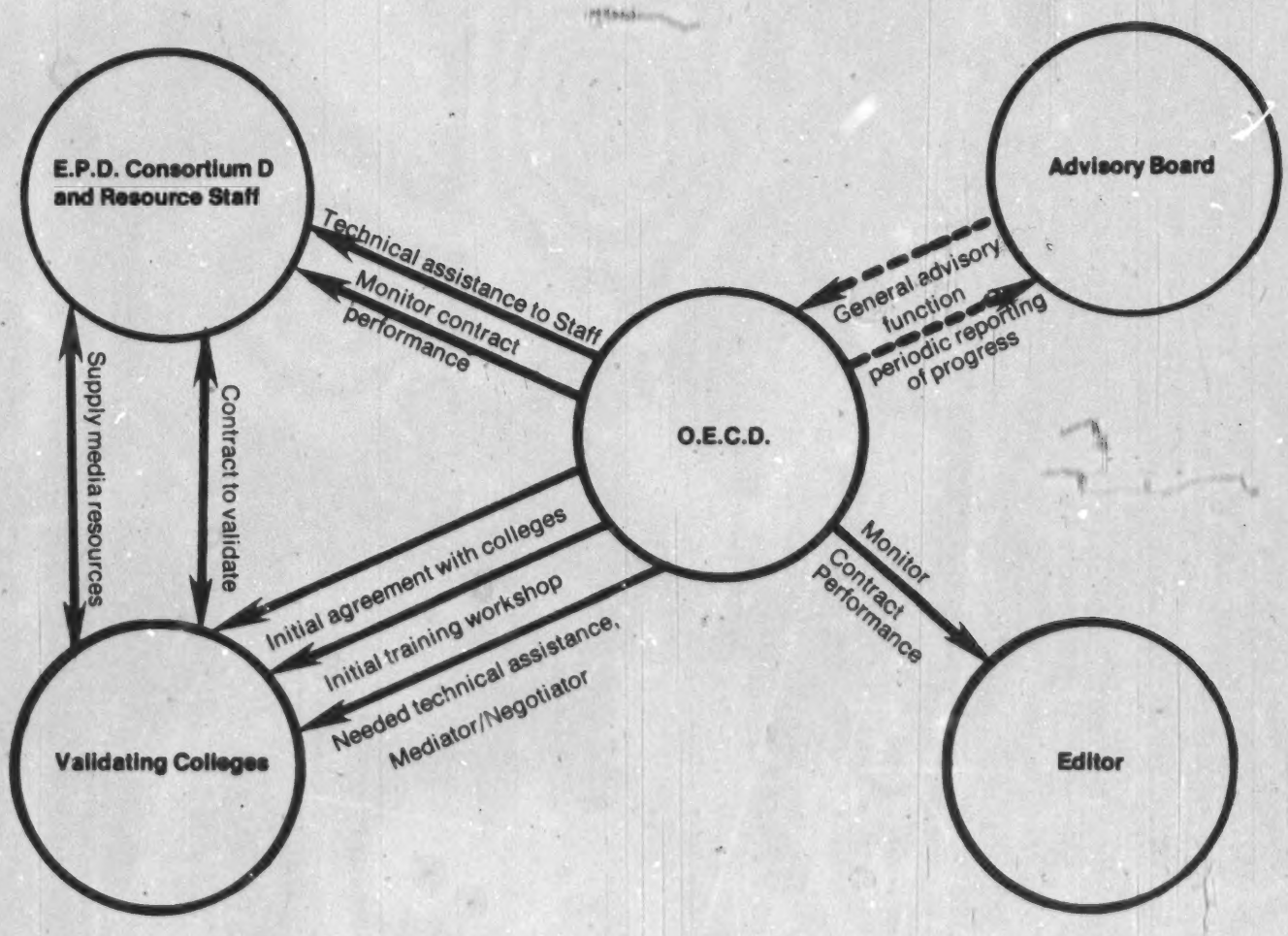


Figure 9

- Coordinate personnel and supervise training of both preservice and inservice training.
- Monitoring, modification, rewriting, editing, and revalidation of curriculum materials.
- Coordinate validation of curriculum with other child development activities funded by Texas Department of Community Affairs, Office of Early Childhood Development, and/or Texas Education Agency.
- Plan and coordinate the preparation, production, and distribution of the final product.[21]

To the Validation Sites (the colleges), the Office of Early Childhood Development is providing the initial training workshop to orient the faculties and administrators wiht the goals of the program and the validation tasks to be performed. The OECD also will continue to provide sites with experimental drafts of materials and technical assistance when needed.

The colleges will order $3,500 worth of media and other instructional resources through the EPD Consortium D, using the Child Development Associate Training Resource List as a catalog. The OECD provides funds for these materials.

The OECD will monitor its contract with the Educational Personnel Development Consortium D and monitor the flow of raw data from Validation Sites to the EPD staff and the flow of processed data from

---

21 Op.Cit. Proposal for Curriculum Development: Validation of Instructional Materials for Child Development Associates.

the EPD staff to the OECD and work with the editor. The OECD will keep the Advisory Board informed of findings as data are collected and processed. The Advisory Board will receive copies of suggested revisions and will make its own suggestions for revisions to address problems that may rise in the use of the materials.

Management Information System

A management information system will be utilized by the Educational Personnel Development Consortium D staff to compile demographic information at each Validation Site which should be helpful in evaluating the success of the various program components, and especially in determining factors which may be having an impact on program components. Information will be gathered on:

- Staff qualifications and backgrounds.
- Staff workloads and role definitions.
- Local program philosophy.
- Local plan of action -- operational charts, intra-institution coordination and relations.
- Local coordination of instructional support and presence of support systems at institutions.
- Local availability and suitability of facilities in line with Texas Education Agency guidelines.
- Design of local program with rationale and objectives in order to meet agreement between Texas Department of Community Affairs, OECD, Educational Personnel Development Consortium D, and local institutions.

- Field site (child care centers) selection and contracts; methods of supervising field site modification.

Fiscal Process

Fiscal agent for the two-year Texas CDA validation is the Educational Personnel Development Consortium D. Figure 10, Fiscal Process, depicts how the other members of the validation team relate to the fiscal agent.

EPD Consortium D pays the salaries of its validation staff from the contract EPD has with the Texas Department of Community Relations, OECD.

The Validation Sites order media materials from the Child Development Associate Training Resource List through the EPD Consortium D. The publishers and suppliers of the materials send them directly to the Validating Sites.

FISCAL PROCESS

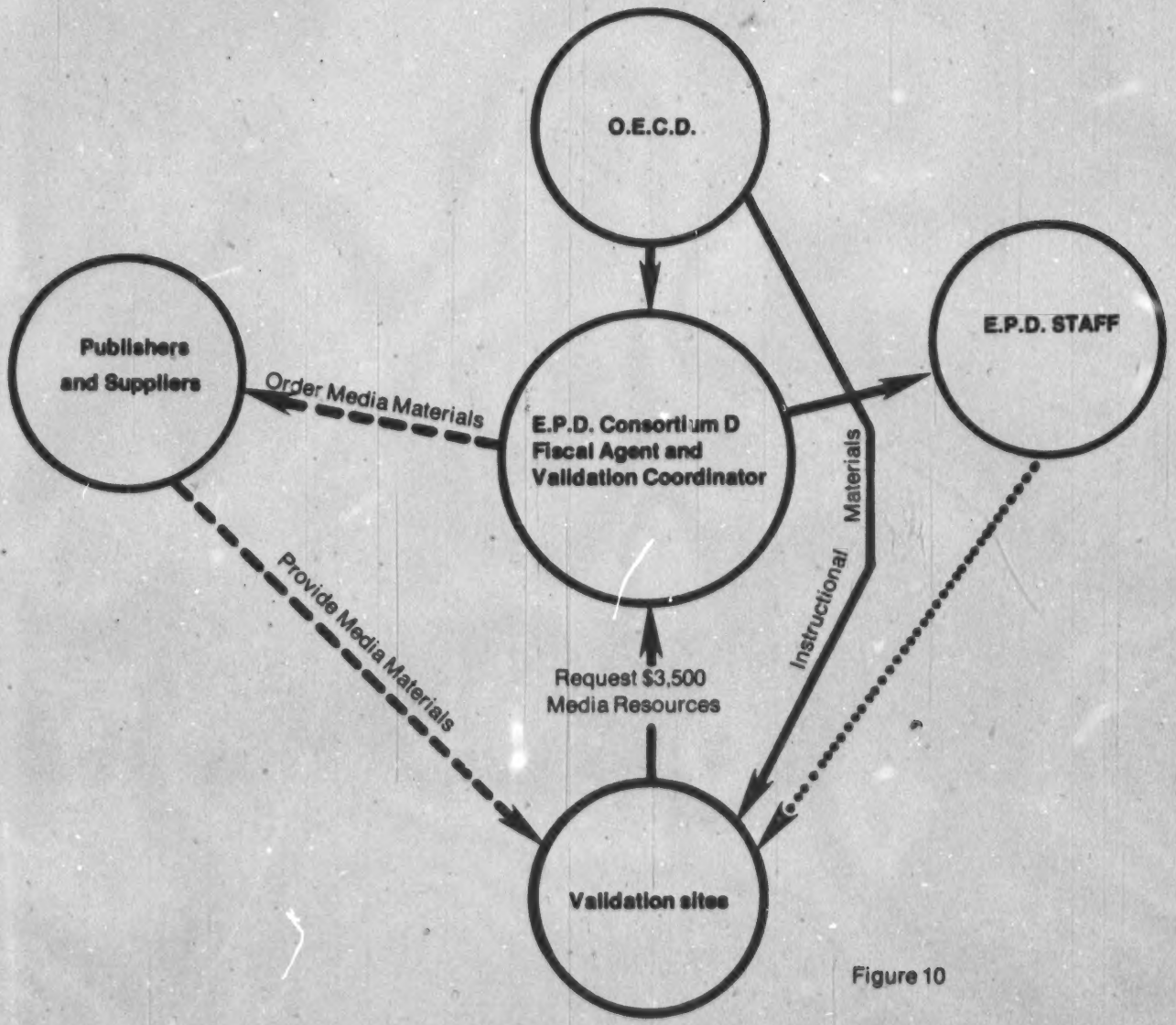


Figure 10

CHAPTER IV

Summary Statement

In addition to the Texas colleges and universities participating in the two-year validation of Texas CDA materials, a number of other institutions throughout the nation are implementing the CDA program, using the Texas materials. Although these institutions are not providing the continuing flow of validation data required of the Texas sites, they are invited to provide from time to time information about problems, successes, and ideas for modification they encounter. The information they provide also will be considered in revisions of the materials.

The tasks ahead are many. The opportunities for making a permanent and positive impact on child care also are many. All who are aware of the gulf that exists between knowledge of the nature and needs of young children and prevailing practice in the care, training, and education of children can appreciate the importance of a program designed to bring practice more in line with knowledge. That is what the CDA program seeks to do.

Expanding the number and the competence of child care workers will lift the quality of life for children and their parents.

BIBLIOGRAPHY

American Association of Colleges for Teacher Education, Committee on Performance-Based Teacher Education. Achieving the Potential of Performance-Based Teacher Education: Recommendations. February, 1974.

Bronfenbrenner, Uri. A Report on Longitudinal Evaluations of Preschool Programs. Volume II: Is Early Intervention Effective? 1974. DHEW Publication No. (OHD) 74-25.

Carroll, E. Caroline. The Child Development Associate: What We Are Learning in Texas. Text of an address given at the Child Development Associate Training Workshop, May 17, 1973. Silver Spring, MD.

Carroll, E. Caroline, M.Ed. and Peper, John B., Ed.D. The Texas Child Development Associate Training Program Site Observation Guide System: Document Review, Interview Guide and Field Site Interview Guide. Texas Department of Community Affairs, June 15, 1973.

" 'CDA' Credentialing to Improve Child Care." Community Affairs. July, 1974. Vol. 1, No. 5.

"CDA Pilot Training Projects." Day Care and Early Education, November, 1973.

"Chapter IV, Standards for Curriculum Development." A Guide for the Development of Curriculum in Vocational and Technical Education, Los Angeles, California, 1969.

Cook, Nancy. A Review of the Child Development Associate Training Projects National and Texas and Competency-Based Training. May 17, 1973. ED 089 840

The Child Development Associate. A pamphlet on the training aspect, assessment, and credentialing of the Child Development Associate Project. U.S. Department of Health, Education and Welfare.

The Child Development Associate Consortium. Leaflet defining and explaining the role of the child development associate.

The Child Development Associate Consortium. Memo written by C. Ray Williams which presented the first edition of a portion of the CDA Performance Criteria.

The Child Development Associate Consortium, Inc. CDA Competencies. Memorandum to Conference Participants, November, 1972.

The Child Development Associate Consortium. CDA Consortium Adopts Credential Award System. Fact sheet, April 30, 1975.

The Child Development Associate Consortium. The CDA Credential. Compiled by C. Ray Williams. Publication No. 3.0274-1.

The Child Development Associate Consortium. CDA Publications. Pamphlet contained in The Child Development Associate Consortium Information Package No. 3. Publication No. 1.474-1.

The Child Development Associate Consortium. The Child Development Associate (CDA) Project Components. Leaflet contained in The Child Development Associate Consortium, Information Package No. 1. Publication No. 1.1173-1.

The Child Development Associate Consortium. The Child Development Associate Consortium Field Service Component. Leaflet contained in The Child Development Associate Consortium, Information Package No. 2. Publication No. 1.0274-1.

The Child Development Associate Consortium. The Child Development Associate Consortium, Information Package No. 1. Publication No. 1.1173-1.

The Child Development Associate Consortium. The Child Development Associate Consortium Information Package No. 3. Publication No. 1.474-1.

The Child Development Associate Consortium. The Child Development Associate Consortium Organization and Membership. Leaflet contained in The Child Development Associate Consortium Information Package No. 3. Publication No. 1.474-1.

The Child Development Associate Consortium. The Child Development Associate Project Components. Washington, D.C. Leaflet contained in The Child Development Associate Consortium, Information Package No. 2. Publication No. 1.027401.

The Child Development Associate Consortium. Consortium Communique. May, 1974. Leaflet contained in The Child Development Associate Consortium Information Package No. 3. Publication No. 1.474-1.

The Child Development Associate Consortium. Credential Award System Assessment Process, Performance Standards. April 30, 1975.

The Child Development Associate Consortium. Day Care and the CDA; 1974: A Position Paper. By the Day Care Task Force. To the CDA Consortium.

The Child Development Associate Consortium. Directory - Early Childhood Education...State Agencies. Publication No. 1.0274-2.

The Child Development Associate. Discussion Draft. A Report on Program Development. April 24, 1972.

The Child Development Associate Consortium, Inc. Facts About the Child Development Associate (CDA) Consortium, Inc. Washington, D.C.

The Child Development Associate Consortium. Glossary and Directory Fall, 1973. Publication No. 1.1173-3.

The Child Development Associate Consortium. Information Package No. 2. Publication No. 1.0274-1.

The Child Development Associate Consortium. Local Assessment Team Guidelines and Forms. 1975.

The Child Development Associate Consortium. Portfolio. Spring Field Test, 1974.

The Child Development Associate Consortium. The Portfolio and Profile... Their Function in Assessment - Spring, 1974. Publication No. 2.0474-2.

The Child Development Associate Consortium. Procedures Manual for Assessing CDA Candidates. Field Test, Spring, 1974.

The Child Development Associate Consortium. Profile. Spring Field Test, 1974.

The Child Development Associate Consortium, Inc. Promotional Strategy (to January 15, 1973). January 22, 1973.

The Child Development Associate Consortium. Search for Goals... for Early Childhood Development Programs...A Mail Survey. Publication No. 2.0274-1.

The Child Development Associate Consortium, Inc. Slide/Tape Script. Publication No. 1.373-1.

The Child Development Associate Consortium. So, You Want to Know... Answers to Questions About the Consortium. Publication No. 1.1173-2, Fall, 1973.

The Child Development Associate Consortium. Speaking-Together... A Summary of Special Colloquies. Publication No. 5.0474-1.

The Child Development Associate Consortium. To Be a CDA Candidate... What It's About. Field Test, Spring, 1974.

The Child Development Associate Consortium. To Be a Member of a Local Assessment Team...What It's About? Field Test - Spring, 1974.

The Child Development Associate Consortium. Toward An Assessment System Efforts to November 1, 1973, Section 1. Compiled by Thomas F. Ryan. Publication No. 2.1173-1.

The Child Development Associate Consortium. Toward An Assessment System Efforts to November 1, 1973, Section 2. Compiled by Thomas F. Ryan. Publication No. 2.1173-1a.

The Child Development Associate Consortium. Toward-An Assessment System Efforts to February 1, 1974. Compiled by Thomas F. Ryan. Publication No. 2.0274-2.

The Child Development Associate Consortium. Toward An Assessment System Efforts to April 30, 1974. Publication No. 2.0474-1.

The Child Development Associate Consortium. Toward An Assessment System Efforts to April 30, 1974. Publication No. 2.0474-1.

The Child Development Associate Consortium. Toward An Assessment System Efforts to January, 1975. Experimental Edition, January, 1975.

"Child Development Associates: New Professionals, New Training Strategies." Children Today, September-October, 1973.

"Child Development Associates: Progress/Problems/Prospects." Day Care and Early Education, June, 1975, pp. 16-19.

Child Development Associate Training Guide. For staff training in head start, day care, nursery schools, and other preschool programs. Department of Health, Education and Welfare, April, 1973.

Chute, Oscar M.; Dickie, Joyce; and Educational Service Pool of National College of Education. National College of Education. Proposal for Development of Model Training Program for Improving Skills of Currently Employed Pre-School Teachers. May 15, 1973.

Collins, Ray; Klein, Jenny; and Montoya, Joe. "Child Development Associate Program." Report presented at the State Office of Child Development - National Office of Child Development Joint Conference, Washington, D.C., September 10-11, 1974.

Competencies of the CDA. A memorandum from the CDA Consortium Staff. October, 1972.

Congressional Record. House of Representatives. Congressman Hansen of Idaho Introduces the Child Development Personnel Training Act of 1972. Vol. 118, No. 70, Washington, D.C., May 2, 1972.

Dallas Staff Training Center. A report which lists comments from different staff members. June 19, 1975. Federal Bureau of Correctional Institute.

Dallas Staff Training Center. Federal Bureau of Correctional Institute. June 19, 1975.

U.S. Department of Health, Education and Welfare. Child Development Associate: A Professional Role for Developmental Day Care. By Barbara Biber. A booklet contained in The Child Development Associate Training Information Series Number 1.

U.S. Departme:t of Health, Education and Welfare. Becoming a Child Development Associate: A Guide for Trainees. 1975.

U.S. Department of Health, Education and Welfare. The CDA Program: The Child Development Associate, A Guide for Training. DHEW Publication No. (OHD) 74-1065, April, 1973.

U.S. Department of Health, Education and Welfare. The Child Development Associate Competencies. The Child Development Associate Training Information Series Number 1.

U.S. Department of Health, Education and Welfare, Office of Human Development, Office of Child Development. The Child Development Associate Training Information Series Number 1.

The Development of the Child Development Associate (CDA) Program. Reprinted from Young Children, Vol. XXVIII, No. 3, February, 1973.

Draft Outline of Child Development Associate Consortium Work Plan. Document which represents preliminary thinking of the Child Development Associate Planning Group. May 25, 1972.

Educational Projects, Incorporated (EPI). A Three-Phase Plan of Action to Develop a Competency-Based Personnel, Training, and Credentialing System for Staff of Pennsylvania Day Care Programs. Phase I-July, 1972 to June, 1973. Submitted to The Bureau of Child Development Pennsylvania Department of Public Welfare, May 26, 1972.

Educational Projects, Incorporated (EPI). Final Report. A Feasibility Study for a Comprehensive Competency-Based Training and Certification System for Child Care Personnel in the Commonwealth of Pennsylvania. April 1 - June 30, 1972.

Educational Projects, Incorporated (EPI). Pennsylvania Day Care Personnel Project - Synopsis. Pittsburgh, Pennsylvania.

Educational Staff Seminar. The Child Development Associate Program. Part II. Educational Staff Seminar Report. June 11, 1974.

Federal Register. Department of Labor Wage and Hour Division. Fair Labor Standards Act. Extension of Equal Pay Provisions to Formerly Exempted Employees. May 7, 1973, Vol. 38, No. 87.

Guidelines for CDA Training Programs. Child Development Associate Consortium, August 10, 1972.

Howsam, Robert B. and Houston, W. Robert. "Chapter One: Change and Challenge." Reprinted from Competency-Based Teacher Education, 1972.

Interim Guidance: Relationship between the Child Development Associate (CDA) Project and Head Start Supplementary Training (HSST). Memorandum to the Assistant Regional Directors from Ray Collins and James Robinson. July 17, 1972.

Jennings, Peter L., Ph.D. A Case Study of the Child Development Associate Training Project in Texas. Revised copy October 23, 1973.

Jennings, Peter L., Ph.D. A Case Study of the Child Development Associate Training Projects in Texas. September, 1974.

Jennings, Peter L., Ph.D. "Reactions to the CDA Training Proposals." A report to Ms. E. Caroline Carroll, Project Director, CDA Training Program, Office of Early Childhood Development, Texas Department of Community Affairs, August 15, 1973.

Jennings, Peter L., Ph.D. Some Findings and Recommendations from the Texas Child Development Associate Projects. University of Texas at Austin, May 14, 1975.

Jones, Leroy; Hamby, Trudy, Ph.D.; and Davidson, Barbara. CDA/HSST Conversion Materials, Document No. 2, Manual for Slide/Tape: CDA/HSST - Together Toward Competence. Includes slide-tape, Parts I and II. University Research Corporation, 1975.

Jones, Leroy; Hamby, Trudy, Ph.D.; and Davidson, Barbara. Conversion Materials for use with slide/tape; CDA/HSST - Together Toward Competence, Document No. 3. Selected Approaches to CDA Conversion. University Research Corporation, 1975.

Margolin, Edythe. Sociocultural Elements in Early Childhood Education. New York: Macmillan Publishing Co., Inc., 1974.

National Planning Association for OECD. The Child Development Associate Pilot Project Information System. Office of Early Childhood Development, Texas Department of Community Affairs. January, 1973.

Organizational Information Needed for Proposal. Attachment 3, June 8, 1972. An information form developed by Child Development Associate Consortium.

Pope, Dr. Billy N. Proposal for Curriculum Development. Submitted to the Department of Community Affairs, Office of Early Childhood. May 7, 1975.

Preliminary Recommendations of Advisory Council on Early Childhood Education. Austin, Texas, May, 1975.

Radio Station WBAA Broadcast Course Manual. CDFL 210R Human Development. Purdue University.

Review of CDA Pilot Training Synopses and Proposals. A memorandum to assistant regional directors from Saul R. Rosoff. September 8, 1972.

Ryan, Sally. A Report on Longitudinal Evaluations of Preschool Programs. Volume I: Longitudinal Evaluations. 1974. DHEW Publication No. (OHD) 74-24.

Social Research Group. A Review of the Present Status and Future Research Needs of Programs to Develop Parenting Skills. Prepared for the Interagency Panel on Early Childhood Research and Development, April, 1972.

Social Research Group. Toward Interagency Coordination - An Overview of Federal Research and Development Activities Relating to Adolescence. First annual report, December, 1973.

Southard, J. K. Final Report 1973 - 1974 - 1975. Office of the Coordinator of CDA Assessment for Southwest Region. June, 1975.

State Department of Public Welfare. Guide for Texas Day Care.

State Department of Public Welfare. Minimum Standards for Day Care Centers.

"Suggested Process for Curriculum Development." Taken from Community College Review, Summer, 1974.

Summary of CDA Consortium, Inc. Organizational Activities to January 15, 1973.

Summary Statements and Recommendations from the Child Development Coordinator's Workshop, Tarrant County Junior College, July 18-19, 1974.

Symposium: CDA - The Child Development Associate. Reprinted from Childhood Education, March, 1973.

Tarrant County Junior College District. A brochure on Credit by Examination and Advanced Placement Program.

Texas Department of Community Affairs, Office of Early Childhood Development. Early Childhood Development Careers - A Statement of Purpose. April, 1975.

Texas Education Agency. Department of Occupational Education and Technology. Validation Guide for CVAE Field Test Project. August, 1974.

Texas Education Agency. Department of Occupational Education and Technology. Validation Guide for CVAE Field Test Project. September, 1974.

"Toward Competency in Child Care." Educational Leadership, October, 1973. Article contained in The Child Development Associate Training Information Series Number 1.

Understandings Regarding the Child Development Associate Consortium. A report given by The Child Development Associate Consortium. May 15, 1972.

University Research Corporation. Sample Individual Planning, Training and Appraisal Forms for the CDA/HSST Program. Washington, D.C.

Williams, C. Ray; and Ryan, Thomas F. Competent Professionals for Quality Child Care and Early Education: The Goal of CDA. Reprinted from Young Children, Vol. XXVIII, No. 2, December, 1972.

Work Outline for CDA Training Proposals. Synopses highlighting program information in several areas. August 10, 1972. Child Development Associate Consortium.

Work Plan for Evaluating CDA Pilot Training Program - Proposals. Attachment to a memorandum to Assistant Regional Directors from Saul R. Rosoff. Department of Health, Education and Welfare. September 8, 1972.

UNPUBLISHED MATERIALS

Austin Community College. Child Development Associate Curriculum Development by Avis Ann Mullen. May 30, 1975.

CDA Assessment System: The Philosophy Behind It. Undated, unpublished document.

The CDA Training in Early Childhood Education Program of EPD Consortium D Introduction. Organization of the CDA Training Program Integrated Approach Design. May 27, 1975.

Changes in CDA Consortium Structure. Attachment 1, June 3, 1972.

The Child Development Associate Consortium. Credential Award System. March 25, 1975.

The Child Development Associate Consortium. Information Folder for CDAC Representatives Reorientation Session. May, 1975.

The Child Development Associate Consortium. Organizers - CDA Assessment System. Document prepared for use in developmental field trials prior to the Fall 1974 Field Test. August, 1974.

Child Development Associate Pilot Project Early Childhood Education Program of EPD Consortium D. Developed by: Stephen F. Austin, Ms. Ann Sartin; Texas Christian University, Dr. James M. Hake; Texas Woman's University, Ms. Peg Carter. Volume I, Spring, 1974.

Child Development Associate Pilot Project Early Childhood Education Program of EPD Consortium D. Developed by: Stephen F. Austin, Ms. Ann Sartin; Texas Christian University, Dr. James M. Hake; Texas Woman's University, Ms. Peg Carter. Volume II, Spring, 1974.

Child Development Associate Pilot Project Early Childhood Education Program of EPD Consortium D. Developed by: Stephen F. Austin, Ms. Ann Sartin; Texas Christian University, Dr. James M. Hake; Texas Woman's University, Ms. Peg Carter. Volume III, Spring, 1974.

El Paso Community Junior College. CDA Training Guide for HSST. By Joy Duarte, Judy Bode. Spring, 1974.

"Establishing Credit in Broadcast Courses." Purdue University.

Mitchell, Allee J.; Henderson, Christine D.; and Stokes, Evelyn B. Child Development Associate Training Program and Head Start Supplementary Training Curriculum. 1975. Unpublished material.

Pan American University. Child Development Associate Curriculum. Developed by Dr. James L. Williamson, Olivia Saracho, and Frances A. Martinez. Revised Spring, 1974.

Pan American University. Competency-Based Curriculum. Revised Spring, 1975. By Olivia Saracho.

Stephen F. Austin State University, Texas Christian University, and Texas Woman's University. Child Development Associate Pilot Project Early Childhood Education Program of EPD Consortium D. Final Draft, Spring, 1975. Submitted by: Dr. James Hake, Peg Carter, Ann Sartin.

Tarrant County Junior College. Competency-Based Curriculum. Revised Spring, 1975. Staff: Faye Murphy, John Crawford, and Monte Fain.

Tarrant County Junior College. Competency-Based Curriculum. Staff: Faye Murphy, John Crawford, Monte Fain. Spring, 1974.

Texas A & I University. Instructional Materials, Final Revised Draft. Child Development Associate Program. June 6, 1975. Staff: Betty Wallace, Deborah Thurston, and Dr. David Zufelt.

Texas A & I University. Knowledge-Based Units. Child Development Associate Program. Dr. David L. Zufelt, Maria G. Ramirez, Marcia Hughes, Deborah Thurston. September, 1974.

Texas A & I University. Performance-Based Units. Child Development Associate Program. Betty Wallace, Maria G. Ramirez. Revised August, 1974.

Texas Southern University. Child Development Associate Program. A Competency-Based Curriculum. Developed by: Vassar S. Dickerson, Ana Margarita Smith, Jeanne Lee, Roland Campbell. Spring, 1974.

Texas Southern University. Child Development Associate Training Program. A Competency-Based Curriculum. Developed by: Christine D. Henderson and Evelyn B. Stokes. Revised Spring, 1974.

Texas Child Development Associate Training Resource List. To accompany Texas CDA Instructional Materials. Compiled by CDA Pilot Sites, Texas Department of Community Affairs, August, 1975.

ATTACHMENT A

The Portfolio

How Do You Collect Your Information? *

The Portfolio is your vehicle for collecting information that represents your viewpoint. The Portfolio will be brought to the LAT meeting, studied by other LAT members, and used in your discussions.

A Portfolio should contain material which you, the Candidate, assemble to reflect your competence in working with young children. It is a collection of samples of things you do with and for your children each day. The samples should give evidence of your performance with children in each of the Functional Areas that make up a particular competency. In the appendix you will find a list of the Functional Areas and their definitions.

The following are a series of questions commonly asked by Candidates while preparing a Portfolio.

Who Prepares Materials For My Portfolio?

This task belongs primarily to you, the Candidate. If you wish, you may ask your Trainer or P/C Rep to provide some materials or to act as a sounding board for your ideas.

How Should I Proceed In Developing A Portfolio?

The elements for your Portfolio are at your finger tips.

They are the notes you keep on your children, the schedule you follow, the way you arrange your room, the materials you use, the activities you plan, the way you keep in touch with parents, the things you do with other staff persons and so on. You should be ready to provide an explanation for your planning and methods.

What Materials Should I Include In My Portfolio?

The following is a list of some of the kinds of information commonly found in Portfolios. (You need not include every suggestion. You may want to use additional materials not listed.)

. Curriculum Material - Daily activity charts and long-range plans for the children in your group. These must also show how the activities and plans relate to one or more Functional Areas.

. Home-Center Coordination - Explanations of communications between you and the Parents; notes, letters, a report of phone contacts, conferences and parent meetings. Note clearly their purpose and how they fit a Functional Area.

. Evaluation Techniques - Charts, records and written observations of each child. Clearly state their purpose, how they were used and how the information affected program plans. How does each fit a Functional Area?

. Samples of Goals for Individual Children and Children in Groups - Give samples of your evaluations of children. These could include such information as general health, particular strengths and weaknesses and the goals you have set for meeting the special needs of individual children.

. Materials Used During Candidate Training Sessions - These might show how you've been instructed to carry out work in a particular Functional Area.

. Examples of Your Work With Co-Workers - Indicate how you share and coordinate plans with co-workers. How do you exchange ideas and techniques? Describe how these relate to a particular Functional Area.

. Other Materials - You may include photographs or examples of children's work. With materials of this type, you must explain, in writing, what the item shows and how it relates to your work with children.

. Summary of the Children in Your Room as You See Them - This summary could include: The children's ages; the length of time they have been in your room and in the center. It should answer questions like these: Do any of them have special needs? Are any handicapped in any way? Can you describe their working relationships with each other? Include anything else which will indicate how you see the children in your room and how you care for their particular needs.

<u>How Should Materials In My Portfolio Be Organized?</u>

The Portfolio should have one section for each Functional Area. You should index everything you put into your Portfolio, that is, write on each piece of material the key word of the Functional Area to which the material applies.

What If A Certain Piece Of Material Fits More Than One Functional Area?

This could happen frequently since activities with children often serve more than one purpose. Simply note on the material the key words showing the Functional Areas the activities fit. Then place the material with only one Functional Area -- the one it seems to fit best.

Who Will Read My Portfolio?

All information collected in your Portfolio will remain strictly confidential, within the team.

How Will My Portfolio Be Used In The Assessment?

The Local Assessment Team will read your entire Portfolio during the decision meeting. You should be prepared to explain why the material is in the Portfolio and show how it demonstrates competence. The team will be interested in what you put in your Portfolio and why you included it.

What Happens To My Portfolio After The LAT Meeting?

Your Portfolio, along with all material used in the LAT meeting, will be returned to the CDA Consortium. At this time it becomes the property of the CDA Consortium. All materials from the LAT will remain strictly confidential.

* "Local Assessment Team Guidelines," The Child Development Associate Consortium, 7315 Wisconsin Avenue, Washington, D.C., Spring, 1975.

ATTACHMENT B

To the Trainee:

The Child Development Associate Program is new, and the people who developed this CDA Training Package would like to know what you thought about this module. To do that, they would like for you to fill out a short questionnaire as you complete each module.

The questionnaire is in two parts. The first part consists of 19 questions, which are to be answered by putting a check under a column labeled 1, 2, 3, 4, or 5. Put a check under the 5 if the answer is "Yes, always" or "Yes, definitely". Put a check under the 4 if the answer is "Yes, usually" or "Yes, sort of". Put a check under the 3 if you can't answer the question or you don't know the answer. Put a check under the 2 if the answer is "Not usually" or "Not really". Put a check under the 1 if the answer to the question asked is "No, never" or"Definitely not".

The second part of the questionnaire consists of 5 open-ended questions that ask you to provide written answers. Please feel free to add any comments you may have about the module at the end of the questionnaire.

The way you respond to this questionnaire does not in any way affect your performance in the CDA Program. So please be as honest and frank as you can. Your information will be used to help improve the module for other trainees.

DRAFT

TRAINEE'S MODULE EVALUATION FORM

Trainee's name _____ Module title _____

Location _____ _____

Date _____ Competency _____

_____ Page _____

5= Yes, always OR Yes, definitely
4= Yes, usually OR Yes, sort of
3= Neutral
2= Not usually OR Not really
1= No, never OR Definitely not

		1	2	3	4	5
1.	Was the *Competency* for the module stated clearly?					
2.	Did you understand the *Objective(s)* of this module?					
3.	Was the *Rationale* clear and complete?					
4.	Were the *Required levels* of performance clear?					
5.	Were you adequately prepared to begin this module?					
6.	Did you think the *Pre-assessment* was fair?					
	If not, why not? _____					
	_____					
7.	Did you understand all of the *Activities?*					
8.	Will the *Activities* help you with children?					
	a. Which ones will help you the most? _____					
	b. Which ones will help you the least? _____					
	_____					
9.	Were there enough *Activities?*					
10.	Were there too many *Activities?*					
11.	Were the materials hard to read?					
	If yes, which ones? _____					
	_____					
12.	Did you think the *Post-assessment* was fair?					
	If not, why not? _____					
	_____					

DRAFT

		1	2	3	4	5
13.	Did the films in the module help you to learn?	___	___	___	___	___
14.	Did the books required by the module help you to learn?	___	___	___	___	___
15.	Did the papers or other reading materials required by the module help you to learn?	___	___	___	___	___
16.	Was too much reading required?	___	___	___	___	___
17.	Was it clear which films, books, and other materials were required and which were optional or supplementary?	___	___	___	___	___
18.	Overall, did you understand the module?	___	___	___	___	___
19.	Overall, was it worth it?	___	___	___	___	___

20. On this module, how many hours did you spend individually with the CDA Trainer? _____

21. On this module, how many hours did you spend in a group with the CDA Trainer? _____

22. On this module, how many hours did you spend working on the *Activities* by yourself? _____

23. Should this module be revised? ___Yes ___No

If so, which parts need to be revised (check):

Statement of competency___ Rationale___ Pre-assessment___

Activities___ Post-assessment___ Remedial activities___

Materials___ Required levels of performance___

24. Please make any specific suggestions for revision below and on the back of this page. If you feel other activities would help you more, please list them.

Was the module which you have just completed related to one of the Basic Competency Areas listed on page 11 of The CDA Program: The Child Development Associate, A Guide for Training? ___ ___ ___ ___ ___

DRAFT

ATTACHMENT C

DRAFT

To the Trainer:

The Office of Early Childhood Development and the developers of this training package would like to know your reaction to the total program. Therefore, they would like your answers to the attached questionnaire. The results of these questionnaires will be used to provide information to other users of the program and to obtain data for future revisions.

The questionnaire is in two parts. The first part consists of 13 questions, which are to be answered by putting a check under a column labeled 1, 2, 3, 4, or 5. Put a check under the 5 if the answer to the question asked is "Yes, always" or "yes, usually" or "Yes, sort of". Put a check under the 3 if you can't answer the question or you don't know the answer. Put a check under the 2 if the answer is "Not usually" or "Not really". Put a check under the 1 if the answer to the question asked is "No, never" or "Definitely not".

The second part of the questionnaire consists of eight open-ended questions that ask you to provide written responses. Please add any comments you may have about the module at the end of the questionnaire and list the modules completed.

Please be as honest and frank as you can. If you changed the program by omitting modules or by adding other training, please describe the changes.

CDA PROGRAM EVALUATION QUESTIONNAIRE

Trainer's Name_____ CDA Program Taught_____

Location_____ _____

Date_____ _____

5 = Yes, always OR Yes, definitely
4 = Yes, usually OR Yes, sort of
3 = Neutral
2 = Not usually OR Not really
1 = No, never OR Definitely not

		1	2	3	4	5
1.	Was the Program appropriate for Trainees of varied backgrounds?					
2.	Did the Program facilitate the acquisition of the CDA role (see CDA Guide for Training, page 49)?					
3.	Did the Program facilitate the development of the proper teaching style (see CDA Guide for Training, page 49)?					
4.	Did the Program facilitate the Trainees' socialization into the profession (see CDA Guide for Training, page 49)?					
5.	Was the training designed such that the Trainee spent at least 50% of his or her time in field settings?					
6.	Were academic and field experiences well integrated?					
7.	Were academic experiences viewed as essential theoretical foundations for field experiences, and not as separate areas of learning?					
8.	Did the Program permit individualization of instruction?					
9.	Was Pre-assessment useful in placing new Trainees into the Program at the most efficient and appropriate level?					
10.	Was on-going assessment useful for directing the course of study for each Trainee?					
11.	Was training flexible, such that the length of training time reflected the ability of individual Trainees to master and demonstrate CDA competencies?					
12.	Was valid academic or professional credit available in addition to the CDA credential?					
13.	Were required resources (books, films, papers, etc.) easily obtainable?					

DRAFT

14. How many Trainees started this Program?_____

15. How many Trainees completed the Program?_____

16. Describe the previous education and experience of the trainees._____

_____

17. How many hours were spent in group instruction? Weekly_____ Total_____

18. How many hours were spent in individual instruction or counseling?

Weekly_____ Total _____

19. How many hours were spent observing trainees in the preschool setting?

Weekly_____ Total _____

20. List the modules completed and describe any training added to the written materials.

21. Please add any comments you may have concerning the program.

DRAFT

ATTACHMENT D

To the Trainer:

The Child Development Associate Program is new, and you are one of the first trainers to pilot test this training package. The Office of Early Childhood Development and the developers would like for you to complete one copy of the attached questionnaire each time you complete a module. The results of these questionnaires will be used to provide information to potential users of the program and to obtain data for future revisions.

The questionnaire is in two parts. The first part consists of 24 items which are to be answered by putting a check under one of 5 columns labeled 1, 2, 3, 4, or 5. Put a check under the 5 if the answer to the question asked is "Yes, always" or "Yes, sort of". Put a check under the 3 if you can't answer the question or you don't know the answer. Put a check under 2 if the answer is "Not usually" or "Not really". Put a check under the 1 if the answer to the question asked is "No, never or "Definitely not".

The second part of the questionnaire consists of five open-ended questions that ask you to provide written responses. Some items are circled (item 6b, 8-12, 19, 20, and 23). If you check column 1 (No) for these items, please add any comments you may have about the module at the end of the questionnaire.

Please be as honest and frank as you can. Describe the types of changes (additions or deletions), problems encountered, and suggestions for revision in as much detail as possible. This information is critical in order to improve the materials for other users.

DRAFT

TRAINER'S Module Evaluation Form

Trainer's Name _____ Module title _____

Location _____ _____

Date _____ Competency _____

Number of Trainees _____ _____ Page _____

5 = Yes, always OR Yes, definitely
4 = Yes, usually OR Yes, sort of
3 = Neutral
2 = Not usually OR Not really
1 = No, never OR Definitely not

	1	2	3	4	5
1. Was this module related to one of the Basic Competency Areas listed on page 11 of The CDA Program: The Child Development Associate, A Guide for Training?					
2. Was the *Competency* for the module stated clearly?					
3. Was the *Rationale* clear and complete?					
4. Were the *required levels of Trainee performance* clearly stated?					
5. Were the *required levels of Trainee performance* related to the stated *Competency* for the module?					
6. Were *Prerequisites* required for this module? ___Yes ___No					
If so: a. Were they necessary for Trainee success in this module?					
(b) Did they adequately prepare Trainees for this module?					
7. Was the *Pre-assessment* for this module a valid measure of the Trainee's knowledge of the contents of this module?					
(8) Were the prescribed *Activities* or *Tasks* clearly and completely stated?					
(9) Were the prescribed *Activities* or *Tasks* meaningful?					
(10) Were the prescribed *Activities* or *Tasks* related to the *Competency*?					
(11) Did the prescribed *Activities* or *Tasks* prepare the Trainees for mastery of the *Competency*?					
(12) Were there too many *Activities* or *Tasks*?					
13. Was the reading level of the required material appropriate for the Trainess?					

DRAFT

		1	2	3	4	5
14.	Was the *Post-assessment* for this module a valid measure of the Trainee's knowledge of the content of this module?					
15.	Were *Remediation Activities* included? ___Yes ___No					
	If so: a. Were they a repetition of previous activities?					
	b. Were they different from other or previous activities?					
	c. Did they refer the Trainee to a counselor?					
16.	Overall, was the module understandable to the Trainer?					
17.	Overall, was the module understandable to the Trainee?					
18.	Were films included in the prescribed *Activities*? ___Yes ___No					
	If so: a. Were they easily obtainable?					
	b. Were they related to the *Competency*?					
	c. Were they appropriate for the Trainees?					
(19)	Were readings in books required by the module? ___Yes ___No					
	If so: a. Were the books easily obtainable?					
	b. Were the books related to the *Competency*?					
	c. Were they appropriate for the Trainees?					
(20)	Were copies of papers or materials to be duplicated included in the module? ___Yes ___No					
	If so: a. Were the materials related to the *Competency*?					
	b. Were they appropriate for the Trainees?					
	If not: c. Were the materials easily obtainable?					
21.	Was too much reading required?					
22.	Was it clear which references/films/books/materials were required and which were optional or supplementary?					
(23)	Was the competency area completely covered?					
24.	Overall, was the module manageable?					

DRAFT

25. How much preparation time was required by the Trainer? _____

26. What percentage of the Trainees' time was spent in
    a. group activities _____
    b. individual activities _____

27. How many hours were required for
    a. group Trainee activities _____
    b. individual Trainee activities _____

28. Should this module be revised? ____Yes ___No
    If so, which parts (check):

    Statement of competency_____ Rationale_____ Pre-assessment_____

    Activities____ Post-assessment_____ Remedial activities_____

    Materials_____ Required levels of performance_____

29. Please describe specific suggestions for revision below and on the back of this page. Feel free to add any general comments you may have:

DRAFT

ATTACHMENT E

CDA TRAINEE PROGRAM REVIEW QUESTIONNAIRE (REVISED)

Instructions:

In the following questions you will be asked to rate the CDA training program on a five point scale. Note that the left end of the scale indicates the lower ratings and the right end of the scale indicates the higher ratings. For each question, please circle the number that best corresponds to your feelings about the overall CDA training program. Additional comments are welcome. If you rate any item low (0, 1, or 2), please suggest positive action that might be taken to remedy the inadequacies. Your suggestions will help to make our CDA program strong, so please be honest.

1. How well have the goals and objectives of the CDA program been explained to you?

0	1	2	3	4
Not too well		Somewhat		Very well

2. How well have the CDA competencies been explained to you?

0	1	2	3	4
Not too well		Somewhat		Very well

3. How helpful is your academic work (curriculum and instructors) in achieving the CDA competencies?

0	1	2	3	4
Not very		Somewhat		Very

4. To what degree did you participate in planning your individual CDA program plan according to your professional needs and interests? (Individualized worksheets, etc.)

0	1	2	3	4
Little participation		Some		Considerable

5. How helpful are the instructional materials and resources in your attaining the CDA competencies?

0	1	2	3	4
Not very		Some		Very

6. How related are your teaching experiences in the attainment of the CDA competencies? (Trainer feedback, relating academic work to your teaching needs, etc.)

0	1	2	3	4
Not very		Somewhat		Closely related

7. To what extent is your CDA program training you to work with children of different cultural and socioeconomic backgrounds through discussions, films, field experiences, etc.?

0	1	2	3	4
Little training		Some training		Considerable training

8. To what extent are you learning to assist parents with their problems in dealing with their children through discussion, guest speakers, practical materials, and experiences?

0	1	2	3	4
Little		Some		Considerable

9. How much experience are you getting in developing and implementing plans to involve parents in the field center's activities? (Teacher aides, clerical assistance, making and repairing furniture, etc.)

0	1	2	3	4
Little		Some		Considerable

10. How much experience are you getting in learning about people providing community services? (Child welfare workers, attorneys, doctors, etc.)

0	1	2	3	4
Little		Some		Considerable

11. How satisfactory is your counseling/guidance in helping you understand your own personal problems and how to deal with them adequately?

0	1	2	3	4
Unsatisfactory		Satisfactory		Very satisfactory

12. How helpful are the field supervisors in assisting you to acquire the CDA Competencies? (Understanding the CDA program, working closely with your training counselor, feedback on your work at the center, etc.)

0	1	2	3	4
Not very		Somewhat		Very

13. How much opportunity do you have to discuss your field and instructional experiences with the CDA staff? (Sharing times available at the center, individual conferences with training counselors, etc.)

0	1	2	3	4
Few opportunities		Some		Considerable

14. How much opportunity do you have to discuss your field and instructional experiences with other CDA trainees? (Class opportunities for sharing experiences, small group discussion on practical teaching concerns.)

0	1	2	3	4
Few		Some		Considerable

15. How satisfied are you with the CDA training program as a whole? Look over your previous responses and ratings and then estimate an average score.

0	1	2	3	4
Dissatisfied		Somewhat satisfied		Very satisfied

Then, in the space below, state specifically some of your positive, as well as your negative, feelings and experiences (if any). Remember, your comments are important in helping the CDA staff to make your CDA training the best it can possibly be.

Signature: _____
(optional - not required)